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The Western Journal of Education

January, 1910

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The Western Journal of Education

Vol. XV JANUARY, 1910 No. 1

OFFICIAL DEPARTMENT

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Little Talks by the Way

(Under this head Superintendent Hyatt will try to give some account of what he sees and hears and thinks in traveling about officially among the schools of California. It will be somewhat hasty and ill-digested, being jottings on the road. It will deal with personal experiences, and so may look egotistic. It will be subject to frequent change of opinion, and will seem inconsistent. It is done as a free and easy means of communication between the school people of the State and the central school office. If it provokes retort or comment, that will be printed, too, provided that it be brief and interesting.)

All Superintendents

All county and city superintendents will please remember that the Annual Convention must be called this year sometime in the neighborhood of April 1. Those who have some decided choice as to the particular date will please speak now or forever hold their peace. The place will be some where in Southern California, since the last two sessions were in the north; and will probably be in the lowlands, since the last two were in the high mountains. Suggestions concerning the program or other details will be very welcome. This early warning is given so that every one may lay his plans accordingly.

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* *

Must Be Careful

Perhaps I should be more careful in talking so freely and informally to my friends in this column. I've been discover-

ing of late that some of the paragraphs don't sound so good when the reckless young newspaper men get hold of them and mold them into sensations for the daily press. Taken out of their setting, perhaps misunderstood, possibly misquoted, probably with racy additional comments, they assume grotesque forms that make my hair stand on end and send chilly ripples up and down my spine.

*
* *

For Instance

For instance, you all remember the paragraph last month telling what a wise old high school principal said to a group of school men around the fire concerning teachers dressing as well as possible. The incident took place a short time before, exactly as narrated, and as narrated it was all right, an interesting bit of real life.

But when it flew far and wide as an order from the Department of Education for all men teachers to buy thirty neckties and to wear wide creases in their pantaloons, it didn't seem so interesting to me any more, however it may have looked to others. For, mine own neckties have always been limited to two—the best one and the other one. And as for creases in trousers—well, you all know that I am the despair of my closest and dearest friends. The best looking of the book men periodically point out the error of my ways, but they have been unable up to date to produce visible results. My early education neglected haberdashery.

And then! for the thing to be so twisted that I of all persons on earth seem to rush out advising niceties of dress! That is too, too much! Language fails me. Certainly we must be more careful in these heart to heart talks!

*
* *

Some Gain However

However, there is no great loss without some small gain. Away down in Fresno, the seat of the raisin industry, the thing has worked out to the advantage of **one** school master, at least.

A big newspaper there became excited about the matter and sent reporters around to interview the teachers and ask them how many neckties they owned. Some said "one," some "two or three"; one said he "had about a dozen but only one was good for anything"; and so on.

But mark the result of the agitation. At Christmas Professor Wahlberg was the recipient of no less than **49 neckties,** sent by his friends in care of City Superintendent McLane. A local paper remarks: "They were of all the hues of the rainbow and of all textures and materials from oil cloth to silk. The oil cloth was perhaps the most durable, though hardly more so than the blue calico one or the grass tie. The yellow full dress tie was only less vivid than the blushing red ascot; there were cheese cloth ties, paper ties, felt ties, old ties and new ties, loud ties and other loud ties."

Up to date, Professor Wahlberg has not offered to divide the swag.

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* *

Another Tangle

At the Institute in Calaveras County I enjoyed a fine visit with one of the old teachers of the county, E. M. Price. Mr. Price owns a fruit orchard at West Point and raises apples, walnuts and chestnuts. He is an intelligent, thoughtful man and loves to experiment with his trees a la Burbank. He has crossed the different varieties of walnuts, with various results. One of these hybrids produces nuts three times as large as the ordinary walnuts. It is a cross between the English walnut and the native California walnut.

Mr. Price has also experimented with chestnuts. He has grafted the ordinary cultivated chestnut upon oak trees with success. The grafts are growing on several varities of oak, but are now only two years old and have not yet fruited. The results of this experiment will be looked for with interest.

The above story went like wildfire through the papers in every part of this State and in many other parts of the United States. But, in passing from one to another the walnut part of the story was telescoped into the chestnut part of it; and now we get anxious letters from botanists and orchardists in New Jersey, Michigan, Texas, California and everywhere else asking about the wonderful growth of huge walnuts upon oak trees!

Of course it is quite impossible to stem the tide and correct the story in any general way. Doubtless it has been read by many hundreds of thousands of people, perhaps millions. Probably they would rather not have it corrected; humanity loves to be astonished. But at least I may straighten the thing out to you, my confidential friends, as above.

The Schools of Amador

I had a good visit lately to the schools of Amador County, in company with Superintendent Greenhalgh. We drove about in a rain storm, inspecting the schools of Jackson, Sutter Creek and Ione, the three largest towns of the county. The reformatory school at Ione was intensely interesting. It is supported by the State and its official name is the Preston School of Industry. It is located in the foothills of the Sierras, forty miles east of Stockton. It is reached by a spur railroad, leading away into the mountains from the main line at Galt, between Stockton and Sacramento.

* * *

The School Farm

The school has half a dozen fine buildings of brick and concrete, and a swarm of shops, barns, and stables, all perched about on the hillocks and in the little valleys. Around them stretch the wide areas of the big farm, reaching away to the oak covered hills of the distance. No more beautiful or picturesque region can be found in California. The land however is poor—a hard clay, difficult to work and stingy to yield. It is fine soil, though, for raising bricks—the boys under direction of Head-Mason Morton, made more than 700,000 last summer for the new refectory that is now building.

* * *

Under Military Discipline

Four hundred and twenty boys are now at the school. They range from little frightened fellows eight or ten years old to big, hardy six footers of twenty to twenty-five. Very many of them are defective, bodily or mentally. Some are bold insolent ruffians. Many are kindly, honest lads, entirely trustworthy. They are divided into companies, according to age, and are under military discipline. They wear a neat gray cadet uniform and march to their meals, march to their play, march to their sleep, in charge of the seventy employees that are necessary to take care of them.

* * *

"Bunch of Manners" Acquired

Company "E" is composed of the littlest, youngest and most innocent boys. They live in a house of their own, in

charge of a man and his wife, in family style. They have their own playground, their own school, their own work, so as to absorb as little as possible of the deviltries of the older ones.

One jolly little E Company waif met a visitor, Miss Carden, whom he had known before. She was a kindly, motherly soul, and with her he felt at ease and free to talk. He had only been there a few weeks and was telling her about it.

"Oh Miss Carden," he said, "I'm learning an awful bunch of manners here."

"Is that so?" she said. "That's good."

"Yes," he went on. "Its all right. We all get an awful bunch of manners. And say, Miss Carden, don't you think it's awful nice to all sit up round the table with knives and forks and chew the rag? I think that's just nice."

Poor little tyke! How strange it must seem to the 400,000 school children of California, for this boy to regard it as an unusual blessing to be allowed to sit at the table with knife and fork, "chewing the rag."

*
* *

Real Practical Education

All the boys old enough to work are parcelled out among the different trades. There is a carpenter shop, a shoe shop, a tailor shop, a blacksmith shop, a printing shop, and a paint shop. The farmers have many teams, cows, hogs, sheep; the masons are building a great structure planned by the State engineer that would cost $80,000 ordinarily. Here it is costing only $20,000 for raw materials—the boys do all the rest. The butcher boys furnish all the meat. The poultry boys all the eggs. The dairy boys all the butter, milk and cream. The whole region for a mile around is a buzzing hive of industry, peopled by the boys in gray.

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* *

Carpenters Make Good Citizens

The carpenter shop is a notable enterprise, worth a long journey to observe. Over twenty of the older boys are there. The boss is a Swiss carpenter and contractor whose heart is in the work. He regards these boys as his brothers. He is doing a noble work. I have often noticed that carpenters are nearly always good citizens. They are likely to be steady, thoughtful, careful, responsible. There is something in the

work that develops character. So it is with these boys. They are there working, planning, producing things. One can see by their looks, their manner, their words that they are becoming self-respecting orderly men. Some of them are already capable mechanics, ready and able to build a house or make a bridge.

*
* *

Handicapped Without Tools

These boys are at a disadvantage when they complete their terms and go into the world without tools, without money to make a start. Sometimes they come back to the schools, discouraged, without a job.

How would you like it yourself, Mr. Smug Business Man, to be dumped into a strange town, without the price of a week's board in your pocket, without a friend in the world, without even the tools of your trade?

Of late, the school has been allowing the outgoing boys to make tool chests for themselves and to take with them a few of the tools they have been using in the shop. This costs perhaps ten or fifteen or twenty dollars per boy. It is almost impossible because there is no appropriation for it—it is not specifically provided for. But what a bagatelle twenty dollars is if it helps one of these boys to make his way, to become a producer. He couldn't be arrested or returned to the school for twenty dollars!

*
* *

Broken Homes Supply Reform Schools

One great social fact looms large in every department of this big school. Every boss and captain and manager told me of it. The records all show it, in glaring colors:

These boys are the product of broken homes. They are children of the divorce courts, or the sons of homes destroyed by whisky or death or cowardice.

Very, very rarely can a boy be found whose father and mother are both alive and living together. One boy I saw who had a father, a stepfather, a mother and a stepmother—and not a home for him among the bunch, not one place that held for him a welcome! Pitiful, heart rending stories galore come to the surface when one investigates these four hundred and twenty blunders of our civilized life.

The reform schools of this State are doing a magnificent

work. Nothing could take their place. They are trying to rectify, partially at least, the barbarities that our civilized life inflicts upon children. They take up the broken fragments, the ruined materials, that clumsy workmen have thrown aside, and try to make something of them anyhow. They deserve appreciation and support from every one of us.

*
* *

A Living Christmas Tree

The Middletown School, in San Diego, had its Christmas doings outdoors this year. For a Christmas tree they used a handsome Acacia growing in the front yard. This living tree was decked out and decorated in gorgeous holiday style and the children were marshaled about it for an open air program in the beautiful San Diego sunshine, in charge of Principal Pete Ross. The program was prepared by Mrs. Quayle, the kindergartner.

The idea of using the live tree was to prevent the destruction of a tree in the forest. So it was an indirect means of teaching a sentiment for national forests.

*
* *

Coming Events

All superintendents in this State and all teachers, too, for that matter are hereby notified that the contracts for the following State Series text books expire during the present year: Grammar School Arithmetic; First Book in Arithmetic; English Lessons Book 1 and 2; Physiology; the Primer and all the Readers.

Now, anyone who desires is welcome to express his mind upon any one or all of these books. Everybody is urgently invited to do so. The State Board of Education will carefully read and consider anything and listen to everything that the people who are using these books have to say about them. Any experiments or observations made by the working superintendents will always be specially welcomed. And now is the time to respond. After things are settled, nothing can be done. Six months from now will be too late. A word to the wise is sufficient.

* * *

There is no great achievement that is not the result of patient working and waiting.—J. G. Holland.

Figures from the Statistician

(Statistics are live and vital things when we learn how to us them. Mr. Wood is the Statistician of the Department of Public Instruction. He sends out the blanks, documents and official publications, receives the reports of teachers and superintendents, makes estimates and apportionments of school moneys; and then collects and tabulates the facts and figures about all these things. He will try to present each month some points derived from his work that will be of general interest to school people.)

REVIEW OF EDUCATIONAL STATISTICS OF CALIFORNIA FOR THE SCHOOL YEAR CLOSING JUNE 30, 1909

By Job Wood Jr.

Number of Teachers Employed in	1908	1909	Gain	Loss
Kindergarten				
Men	0	0	0	0
Women	179	179	0	0
Elementary Schools				
Men	896	901	5	
Women	7,833	8,177	344	
High Schools				
Men	480	566	86	
Women	834	924	90	
Enrollment in Schools				
Kindergarten				
Boys	2,852	2,774		78
Girls	2,830	2,984	154	
Elementary				
First Grade				
Boys		35,331		
Girls		30,198		
Second Grade				
Boys		21,701		
Girls		18,449		
Third Grade				
Boys		20,568		
Girls		18,541		
Fourth Grade				
Boys		19,939		
Girls		18,509		
Fifth Grade				
Boys		19,578		
Girls		17,673		
Sixth Grade				
Boys		17,184		
Girls		16,281		
Seventh Grade				
Boys		14,251		
Girls		14,433		
Eighth Grade				
Boys		12,776		
Girls		13,278		
Ninth Grade				
Boys		1,679		
Girls		1,913		
Total				
Boys	162,024	162,947	898	
Girls	149,373	149,275		88
High Schools				
First Year				
Boys	7,079	7,329	250	
Girls	7,853	8,191	338	

Second Year			
Boys	3,383	3,806	423
Girls	4,820	4,982	162
Third Year			
Boys	2,215	2,436	221
Girls	2,963	3,143	180
Fourth Year			
Boys	1,425	1,815	390
Girls	2,276	2,596	320
Total			
Boys	14,102	15,386	1,284
Girls	17,912	18,912	1,000
Grand Total	32,014	34,298	2,284

Recapitulation	Gain	Loss
Kindergarten		
Boys		78
Girls	154	
Elementary Schools		
Boys	898	
Girls		88
High Schools		
Boys	1,284	
Girls	1,000	
Total	3,336	166

It will be noticed that in the elementary schools no enrollment is given for the grades in 1908. At that time the schools were divided into Primary and Grammar Schools. The Constitution was changed in 1908 calling for Elementary Schools. This enables this office to report the grades which was impossible in the past.

A very great falling off is noticed from the first to the second grade. This may be accounted for in two ways. First and most important, on the old form of teachers' report blank the total number of children entering school for the first month was asked for and then additions as they came in during the succeeding months were made. At the end of the year the total was given. In the new form teachers are requested to divide the children into grades. It is possible that many of the teachers have followed the old form and have entered all of the children in the first year adding the new ones as they came in. But if this is true the error would not show in the cities in which teachers have but one grade. If they did the principals would make corrections. The cities of Los Angeles and of San Francisco show this difference in the enrollment in the first and second grade as much as does the enrollment for the State. Second.—Many children enter the first year who are not able to be promoted to the second year. This is especially true of those who enter at the opening of school in January. They count in the first year though they may be promoted the next January, instructions being given to count the children in the grade in which they are first enrolled.

Average Daily Attendance	1908	1909	Gain	Loss
Kindergarten	3,070	3,161	91	
Elementary	235,185	244,621	9,436	
High Schools	24,267	24,470	203	
Total	262,522	272,252	9,730	

Number of Days School Was Maintained			
Kindergarten	187	189	2
Elementary	171	172	1
High Schools	192	194	2

Average Amount of Money Paid Teachers Annually	1908	1909	Increase	Decrease
Kindergarten				
Women	$ 696.95	$ 735.32	$38.37	
Elementary				
Men	$ 883.39	$ 870.29		$13.10
Women	$ 657.09	$ 672.01	$14.12	
High Schools				
Men	$1,456.14	$1,469.59	$13.45	
Women	$1,108.85	$1,026.27		$82.58

School Visiting by				
County Superintendents	18,899	16,870		2,029
School Trustees	18,844	15,983		2,862

Number of Books in School Libraries			
Kindergartens	411	614	203
Elementary	1,806,962	1,895,487	88,525
High Schools	150,899	178,027	27,128
Total	1,958,272	2,074,128	115,856

Financial Statement—Receipts

Kindergartens	1908	1909	Increase	Decrease
Balance on hand	$ 3,737.22	$ 1,940.39	$	$ 1,796.83
From Taxes	149,689.18	145,810.81		3,878.37
From Donations	40.00	1.90		38.10
Total	$ 153,466.40	$ 147,753.10	$	$ 5,713.30
Elementary Schools				
Balance on hand	$ 2,654,821.83	$ 2,689,138.68	$ 34,316.85	$
From State	4,190,168.11	4,428,423.22	238,255.11	
From County	4,013,163.58	3,641,858.59		371,304.99
From Taxes	845,132.60	1,575,304.79	730,172.19	
From Bonds	1,469,573.33	3,873,135.26	2,403,561.93	
From Miscellaneous	592,762.52	391,570.27		201,192.24
Total	$13,765,621.97	$16,599,430.81	$3,406,306.08	$572,497.24
High Schools				
Balance on hand	$ 1,216,637.60	$ 822,892.61	$	$393,744.99
From State	307,169.65	333,531.08	26,361.43	
From Taxes	2,418,123.91	2,274,095.45		??
From Tuition, etc.	37,739.99	44,918.79	7,178.80	
Sale of Bonds	(No Report 1908)	483,663.72	483,663.72	
Total	$ 3,979,671.15	$ 3,959,101.65	$	$ 20,569.50

Expenditures

Kindergartens				
Teachers' Salaries	$ 128,738.26	$ 117,476.26	$	$ 11,262.00
For Supplies	11,464.62	10,085.85		1,378.77
For Buildings	12,323.13	3,486.40		8,836.73
Total	$ 152,526.01	$ 131,048.51	$	$ 21,477.50
Elementary Schools				
Teachers' Salaries	$ 6,956,615.21	$ 7,399,445.69	$ 536,738.73	
Supplies, etc.	1,819,021.59	1,908,936.46	89,914.87	
Buildings	2,242,501.82	3,312,352.16	1,069,850.34	
Books and Apparatus	97,104.72	113,586.56	16,481.34	
Total	$11,115,243.34	$12,734,320.87	$1,619,077.53	

High Schools				
Teachers' Salaries	$ 1,635,578.18	$ 1,808,766.81	$ 73,188.63	
For Supplies	488,395.90	553,497.23	65,101.33	
For Buildings	975,116.96	684,780.51		$290,336.45
For Books, etc.	55,844.48	72,841.81	16,997.33	
Total	$ 3,154,935.52	$ 3,119,886.36	$	$ 35,049.16

Recapitulation	1908	1909	Increase	Decrease
Receipts				
For Kindergartens	$ 153,466.40	$ 147,753.10	$	$ 5,713.30
Elementary Schools	13,765,621.97	16,599,430.81	2,833,808.85	
High Schools	3,979,671.15	3,959,101.65		20,569.50
Total	$17,898,759.52	$20,706,285.56	$2,807,526.04	
Expenditures				
For Kindergartens	$ 152,526.01	$ 131,048.51	$	$ 21,477.50
Elementary Schools	11,115,243.34	12,734,320.87	1,619,077.53	
High Schools	3,154,935.52	3,111,886.36	$	35,049.16
Total	$14,422,704.87	$15,985,255.74	$1,562,550.87	
Valuation of Property				
Kindergartens	$ 84,325.00	$ 14,955.00	$	$ 69,370.00
Elementary	28,082,826.00	30,718,246.00	2,635,420.00	
High Schools	6,571,382.00	7,933,560.00	1,362,178.00	
Total	$34,738,533.00	$38,666,761.00	$3,928,228.00	

Cost Per Pupil for Education in the	1908	1909	Increase	Decrease
Kindergarten Schools	$26.38	$22.76		$3.62
Elementary Schools	$28.68	$40.42	$11.74	
High Schools	$68.09	$71.00	$ 2.11	

(Cost is made up from actual expense excluding cost for buildings.)

Number of Pupils Graduating During Year			
From Elementary			
Boys	6,030	7,314	1,284
Girls	7,660	8,799	1,139
Total	13,690	16,113	2,423
High Schools			
Boys	1,187	1,495	308
Girls	1,981	2,281	300
Total	3,168	3,776	608

* * *

Work Never Finished

Winter is on my head, and eternal spring is in my heart. The nearer I approach the end, the plainer I hear around me the immortal symphonies of the worlds which invite me. It is marvelous, yet simple. It is a fairy tale, and it is a history. For half a century I have been writing my thoughts in prose, verse, history, philosophy, drama, romance, tradition, satire, ode, song— have tried all, but I feel that I have not said a thousandth part of what is in me. When I go down to the grave I can say like so many others: "I have finished my day's work," but I cannot say, "I have finished my life." My day's work will begin the next morning.—Victor Hugo.

State Board of Education

By Clarence S. Pixley

The State Board of Education met in the Palace Hotel, San Francisco, on December 31st, following the close of the C. T. A. meeting. Eight of the ten members were in attendance, the absentees being Governor Gillett and President Benjamin Ide Wheeler of the State University.

Very little definite action was taken at the meeting, beyond the usual routine business. Communications on various subjects were referred to appropriate committees, with instructions to report at a later meeting.

Dr. Burk offered objections to the present certification methods in vogue in the State, and urged that something be done toward progressive change. It was decided through the resulting discussion that new legislation would probably be needed to afford the desired relief, and the Secretary of the Board was instructed to gather facts relating to certification of teachers from the various State Superintendents of other States, and report results at the next meeting.

Chairman Lange of the Committee on Special High School Credentials presented the report of his committee, recommending the issuance of Special Credentials to the following applicants: Mrs. Mary B. Buerger, Ben Lomond; H. G. Clement, Redlands; Wm. W. Davidson, Loomis; M. E. Hill, Upland; Caroline M. Ehlers, Los Angeles; Hazel A. Howard, Whittier; Milo Hunt, Whittier; Lulu B. Fiske, Burlington, Wis.; Auguste Flentjen and Sara M. Lovejoy, both of Palo Alto; Charlotte E. Gillette, Watertown, N. Y.; Martin L. Fluckey, Los Angeles; Katherine B. Goetzinger, Santa Ana; A. N. Hatherell, Inglewood; Winifred B. Hughes, Long Beach; Edward J. Klemme, Ellensburg, Wash.; Johannah B. Egger, San Francisco; W. B. Munson, Pasadena; G. F. Taylor, Escondido; L. W. Welch, Visalia; Jno. W. Wilkinson, Guthrie, Okla., and W. B. Young, South Glens Falls, N. Y.

Chairman Hyatt of the Committee on Life Diplomas submitted a list of 151 applicants, with the recommendation that the diplomas be granted, which was done.

Chairman Van Liew of the Committee on Examination for Special High School Credentials reported that the returns had not been made to his committee, as yet, from the December examination, and for this reason, no report was ready. The Board ordered that the Committee proceed in accordance with the usual rules, upon receipt of returns from

the examiners, and that Credentials be issued to such applicants as should be found to have successfully passed the examination.

Chairman Dailey of the Committee on Accrediting Normal Schools and Life Diplomas of other States reported the receipt of a number of applications for accrediting, but recommended that action on all be deferred, except that of the Teachers' College of the St. Louis Public School system, which was recommended accredited, to be made effective at once. Dr. Dailey further recommended the revision of the entire list of accredited Normal Schools, stating that certain ones were below the standard of the California State Normals, and should be stricken from the list. After Dr. Dailey had named specific instances, the Board ordered that the committee prepare recommendations for a proper revision of the list, and include therein full statement of the reasons for all changes suggested.

Chairman Black of the Committee on Recommendations for Health and Development Certificates recommended favorable action on the applications of the following physicians, who had applied for the recommendation of the State Board, as required by law: Drs. F. W. Steddom, H. B. Tebbetts and H. L. Thorpe, all of Los Angeles; Drs. H. A. Putnam and S. J. Hindman of Inglewood; Dr. R. C. Olmstead of Pasadena, and Dr. N. H. Bullock of San Jose. The committee recommended that action be postponed in the cases of educators who had filed applications for the health and development recommendation of the Board, until definite mode of procedure had been arranged, and forms and blanks prepared.

Chairman Burk of the Committee on High School Text Books stated that he had no report to make, but that he desired to withdraw from the chairmanship of the committee, giving at length his reasons for this step. The reasons seeming sufficient to the Board, the withdrawal was allowed, and Superintendent Hyatt was named as chairman of the committee.

The report of the State Text Book Committee was read by Secretary Geo. L. Sackett of that committee, and accepted and filed by the Board, to be taken up section by section for consideration. Among the recommendations acted upon was the re-adoption of the present text in primary arithmetic, for a period of eight years. Action on the grammar school arithmetic was postponed until a later meeting. The committee was instructed to furnish the Board with further in-

formation concerning the preparation of the California supplement to the New Brief History, soon to be issued.

In the matter of the adoption of readers, which has been pending for several months, a request for the addition of a new series of readers, the Wheeler, to the list of three now under consideration by the Board, was referred to the State Text Book Committee for investigation and recommendation, and all further action in this adoption was postponed until the next meeting, the belief being expressed that a meeting could be called in March, when a full attendance of the Board could be expected.

A special committee of five, with President Van Liew of the Chico State Normal as chairman, was appointed to draft resolutions of respect in honor of the late Thomas J. Kirk, former Superintendent of Public Instruction.

Although the session of the Board lasted all day, the time was found to be somewhat short, and the members voted that it would be better to call future meetings for two days instead of one, in order to afford ample time for the consideration of a number of questions now before the Board.

* * *

A Sentiment from Governor Gillett to Read on Opening of the School

"It is the duty of the child to love its parents and to honor them for the sacrifices they are making on behalf of their young. Some day the boys and girls assembled will be parents themselves and then they will more fully realize the force of this remark. The school days are the happiest days in life and the sweetest gem in the cluster of the jewels of memory will be of the old times and teachers. You will recall them with pleasure and many times wish them back with you. Live for the flag and study to make of yourselves competent citizens so as to make California the greatest and grandest State in the Union."

* * *

"Let me but do my work from day to day,
In field or forest, at the desk or loom,
In roaring market-place or tranquil room;
Let me but find it in my heart to say,
When vagrant wishes beckon me astray,
This is my work; my blessing, not my doom;
Of all who live, I am the one by whom
This work can best be done in the right way."

—Henry Van Dyke.

HEALTH AND DEVELOPMENT SUPERVISION OF THE PUBLIC SCHOOLS OF CALIFORNIA

By Geo. L. Leslie

1. A DISCUSSION OF THE RECENT LAW.

The recent legislature of California passed a law establishing Health and Development Supervision in the Public Schools of the State.

The term, HEALTH AND DEVELOPMENT, was chosen instead of MEDICAL SUPERVISION or SCHOOL HYGIENE, because that term expressed most directly the purpose of the work in the schools. The California Law provides essentially for the following, under the direction of Boards of Education or Boards of School Trustees:

1st. THE ESTABLISHMENT OF ANNUAL PHYSICAL EXAMINATIONS OF SCHOOL PUPILS AND A FOLLOW-UP-SERVICE TO SECURE THE CORRECTION OF DEFECTIVE DEVELOPMENT, THUS MAINTAINING CONTINUOUS HEALTH AND GROWTH SUPERVISION OF CHILDREN AND YOUTHS.

2nd. THE REQUIREMENT OF PHYSICAL EXAMINATIONS OF ALL CANDIDATES FOR TEACHERS' POSITIONS IN THE PUBLIC SCHOOLS TO DETERMINE VITALITY AND EFFICIENCY AND MAKE POSSIBLE FURTHER EXAMINATION OF TEACHERS AS MAY BE ADVISABLE TO DETERMINE VITALITY AND EFFICIENCY AND MAKE POSSIBLE FURTHER EXAMINATION OF TEACHERS AS MAY BE ADVISABLE TO DETERMINE CONTINUED FITNESS FOR WORK, AND TO DETERMINE THE AMOUNT OF WORK TO BE REQUIRED OF THE TEACHING FORCE OF THE SCHOOLS, CONSISTENT WITH EFFICIENCY AND CONTINUED SERVICE.

3rd. THE ADJUSTMENT OF SCHOOL ACTIVITIES TO HEALTH AND GROWTH NEEDS AND DEVELOPMENT PROCESSES OF PUPILS.

4th. THE SPECIAL STUDY OF MENTAL RETARDATION AND DEVIATION OF PUPILS IN THE SCHOOLS.

5th. EXPERT SANITARY SUPERVISION.

6th. IT PROVIDES FOR A CLASS OF EDUCATORS —EXPERTS IN PHYSIOLOGY, HYGIENE AND PRACTICAL PSYCHOLOGY—WHO CAN SKILLFULLY DIAGNOSE DEFECTIVE GROWTH AND DEVELOP-

MENT, AND TAKE MORE INTELLIGENT STEPS TO GROWING CHILDREN AND YOUTHS. IT PROVIDES FOR THE CO-OPERATION OF THIS CLASS OF EDUCATORS AND ALL EDUCATORS WITH SKILLED PHYSICIANS.

7th. THE LAW BY IMPLICATION LEAVES TO CITY BOARD'S OF HEALTH ALL MATTERS PERTAINING TO CONTAGIOUS AND INFECTIOUS DISEASES AS A MATTER OF PUBLIC HEALTH. IT IMPLIES ALSO CLOSE CO-OPERATION WITH SUCH BOARDS.

The law is permissive, not mandatory. Undoubtedly the next legislature will make this law compulsory and add whatever amendment two years of practical application of the law may seem advisable to the best educators and physicians of the State. It was intentionally made permissive in order that an educational period should precede its compulsory enactment. The State Laws of this character thus far enacted are more or less excellent and experience in their application will sooner or later demonstrate what provisions are most helpful.

The California Law has certain features which emphasize work of marked need and gives power to accomplish it.

The physical examinations specified are **complete or may be made complete.** A skillful and careful examiner is **not limited** and can ferret out the causes which interfere with the health, growth and efficiency of pupils and teachers.

That these examinations should be given in all schools **under the control of Boards of Education,** there can be no question. To bring this about is simply a matter of time and education of the public. While the annual examination of pupils is advisable and essential in the majority of pupils, yet in many cases these examinations need to be more frequent, and in other instances may be less so.

The Department carrying on this work is given in California the power not only of examinations and diagnosis, but the **ADJUSTMENT OF SCHOOL ACTIVITIES TO HEALTH AND GROWTH NEEDS AND TO DEVELOPMENT PROCESSES.**

As schools usually go this adjustment is a part of the educational work of the teaching force; but of all things that are **not skillfully done, this adjustment is certainly one of them.** This result has come about because educational work has been conducted too largely from the informational point of view instead of that of development.

There is **very marked need** of placing the supervision of such adjustment in the hands of skilled experts, whose skilled help will enable the schools to be more nearly equal to the task of**growing children and youths.**

It is accepted by all that Health and Growth examinations of pupils wherever well conducted have shown; not only the presence of large numbers of pathological conditions of development and pathological activities and pathological environment which deplete the health, growth and vigor of children and youths, which bring about more or less inefficiency and degeneracy, and sooner or later make easy the work of the microbe of whatever disease he may be the author in his march of sickness and death; but also seriously handicap the efficiency of adult life.

Otherwise stated, from the literature of this subject, the above statement may be read as follows:

"It would take four disasters like that at Cleveland every school day of the year, to keep pace with the march of death among school children of the land, and yet this loss is **largely preventable."**

"Fifty per cent of all who die between the ages of 20 and 30 years of age, die of tuberculosis, and no doubt a large proportion of this enormous loss of human life at its most efficient period, is the **result of unwholesome conditions of school life."**

"More than one-half of the children born into the world die before they reach life's meridian." They lose the last of life for which the first was made, as Browning puts it."

"It is well for those who mourn for the dead that they either do not know or lose sight of the fact that this loss, inconceivably great as it is, is largely preventable."

"It is not the death rate (large as it is, and preventable as it is) during the school years, that is the significant thing. It is whether during the years when nature's forces are at flood tide, **sufficient strength and vitality** is being stored up to bring adult life to its best efficiency."

How unskillfully the schools are conserving the efficiency of school children and eventually adult life, may be judged from a discussion of "Repeaters" as shown by data of fifty-five cities recently published in the "Psychological Clinic" April, 1909, where the result of the discussion is that out of 1,900,000 pupils of these fifty-five leading cities of the United States, 300,000 are "Repeaters" at a cost of $14,000,000 annually to the fifty-five cities in the process of repetition which is largely wasteful.

One may well add to this report that while **repetition,**

elimination and **retardation** are good **barometers of school efficiency,** they do not measure at all the failure of the schools and the homes, to bring the health and vigor and efficiency of youth to a possible maximum. **THESE CONDITIONS AND MANY OTHER SIMILAR ONES ARE TOO SERIOUS NOT TO GET INTO MORE VIGOROUS ACTION IN THE FIELD WORK OF THE SCHOOLS.**

It is not physical defects that cause all the retardation, repetition and inefficiency exhibited by the pupils of the schools. **The larger cause is wrong adjustment of school activities to Health and Growth Needs and to Development Processes.** It is a poor balance of physical and mental activities. It is lack of sufficient motor activity and sense training to build well the nervous centers and develop a well-grown brain.

Special Development Periods—Development Age—Are Little Heeded

Our system of education does not take into account to any adequate extent, inherited powers or growth tendencies of pupils. Nascent periods—Nature's development opportunities—are little heeded. Physiological age, upon which weight, height, strength, scholarship, physical and mental endurance primarily depend, our educational work, is largely disregardful of, for it takes into consideration numerical age alone, not development age.

Pupils in most High Schools are handled most unintelligently at the pubertal age in the adjustment of school activities to physical and mental endurance. When physical and functional development is the most important need of the pupil, the High Schools draw too largely upon the strength and vitality nature has reserved for development, and apply it to short-sighted intellectual advancement, and by such unintelligent course of action, limit many of the highest intellectual and moral possibilities of no small percentage of the young lives of our time. Pupils who have inherited tendencies to weakness are too little guarded at transition periods, when undue stress and strain of whatever nature may bring disaster. The large amount of juvenile crime and juvenile insanity which outcrop at from twelve to fifteen years of age is an illustration full of significance to the schools.

From the standpoint of building a stable nervous system pupils are not handled with adequate intelligence by the schools.

It makes little difference whether pupils know a little more or a little less of any or all the informational work of the schools; it makes **all difference** whether school activities build a stable nervous system and a well-grown mind, whether the activities of home and school are such as to call forth the best development essential in youth for the highest efficiency in adult life. When we do this well, we will not only attend to defective physical development, but shape physical and mental activity to meet development needs and processes.

That the schools may be equal to their opportunity to thus intelligently **grow** boys and girls, educators must be able to give skilled physical examinations themselves and such mental examinations and tests as may be practical, utilizing the results of such examinations for the more intelligent handling of the pupils of the schools.

The services of skilled physicians are most valuable in the schools, but however valuable the services of a skilled physician, such service can be made much more valuable and efficient by the co-operation of educators skilled in these matters. Why should physicians whose work necessitates the highest skill in surgery and in the handling of disease where life and death hang in the balance, be asked to spend their entire time in giving physical examinations in school, when by so doing a large part of their technical knowledge is not required except in special phases of the work and in special cases? It may be held that this is the field of **prophylaxis in medicine.** It is also the field of **prophylaxis in education,** essential for the best growth and development and efficiency, and in common to education, sociology and medicine.

It were far better economy of human efficiency for educators skilled in this special work and physicians to jointly occupy this field, physicians taking charge of special phases and special cases where their more extended knowledge of disease is necessary, and educators conducting all work of growth and development necessary for the more intelligent handling of children and youths.

Educators to do this work should be particularly well trained in physical and mental diagnosis, in physiology and applied hygiene and in practical psychology. Such training will not necessarily lead to the degree of M. D. Indeed, the most efficient training in this regard will not prepare for the **practice of medicine,** but the **practice of most essential and vital work in education.** To this end special courses of training at Universities and Normal Schools should be inaugurated which will meet the need of the hour. The present courses

of education at the Universities and Normal Schools do not meet this need.

If it be held, as it often is, that educators cannot acquire the skill essential for physical and mental diagnosis for successfully handling this field of Physiology, Hygiene and Practical Psychology, and at the same time acquire further qualifications usually held as essential to an educator; then let those educators who hold such views take a position of inferiority for all time to physicians who stand ready not only to take possession of this field, but also at the same time to be equal to the work of the skilled surgeon and to skillfully handle disease—the whole field of technical medicine.

Why should educators of whom the public have a right to expect skill in growing boys and girls, be largely untrained in this field most vital and essential in education?

The rank and file of teachers, nor all principals and superintendents, may never be able, with all the informational and executive work required of them, to attain to special skill in this regard, but they should be much more intelligent than they are today in these regards, and the way ought to be open to all who choose to attain highest efficiency in these matters essential and **vital in growing boys and girls. This is the field of child study in its most useful and basic form**—Practical Psychology and Medical Inspection of schools combined—with the Educator master of the work except where an extended knowledge of disease requires the Physician.

Until such condition is attained, physicians must largely occupy this field in the schools, give such help and time as is practical to Superintendents, Principals and Teachers, whose training, however excellent in other ways, in a very large majority of cases, has not been at all adequate in this essential field of education.

It is certainly important that educators skilled in this regard should be **licensed by the State** with the same legal right of **examination and diagnosis** as that of the Physician, so that in so far as examinations and diagnosis of Growth and Development, **in the prevention of inefficiency and degeneration,** of lowered vitality, and to a greater or less extent of disease, the Educator and Physician shall stand on common ground. The Educator's field thereafter is **hygienic activities, hygiene of instruction and environment,** and that of the Physician, **surgery and the skilled handling of disease.**

So far as the writer knows, California is the first State in the Union to give the skilled educator rightful recognition in this regard, and to enlarge and make more efficient the

work of experts in education, and to bring about more efficient co-operation of educators and physicians.

Mental Retardation and Deviation

The **third clause** of the "Purpose of Health and Development Supervision of the California Law," provides for the special study of mental retardation and deviation in the schools.

This special study begins with a complete physical examination—adjusts school activities to Health and Growth Needs and to Development Processes of the individual pupil. It emphasizes the fact that the schoolroom is a psychological laboratory where the causes of retardation and degeneration are to be found and remedied, and the conditions which bring about excellence are in action. **The prevention and cure of retardation and degeneration must be undertaken by the teaching force of the schools.** Much of sickness, of death, of defect, of inefficiency and degeneracy, is unquestionably due to unfortunate inheritance. When the world learns to choose its parenthood in a wiser way many of these unfortunate conditions will never find expression. Whatever the heredity, childhood and youth constitute a period of latency during which hygienic living, hygienic activity and hygienic environment will do away with a large amount of unfortunate heredity, bar the road to inefficiency and degeneracy, as well as to sickness and death.

It is the opportunity of the schools to handle this problem with special skill and ferret out the causes of mental retardation and deviation, educate homes to co-operate with the school in removing the barriers to possible excellence of the young. The California Law emphasizes this work and makes possible opportunity of high order for the schools of the State.

Sanitation

The California Law provides for all work usually included under the head of Sanitation, for expert supervision in the construction of school buildings, etc., under the heading of **School Hygiene.** The larger meaning of this heading was not used in that the caption "Health and Development Supervision" stands in this law for the larger meaning of the term, "School Hygiene."

Certification

The law further safe-guards the work, requiring of both Educators and Physicians, Health and Development Certificates issued by the County Boards of Education, to holders of Life Diplomas (Educators) or Certificates to practice Medicine and Surgery (Physicians) who hold in addition thereto a **Recommendation of Special Fitness** issued by the State Board of Education. **Discretionary power lies with the State Board of Education with whom thus rests the responsibility of shaping the stamp of men and women who shall conduct the work specified by the law in the schools of the State.**

Administrative Character of the Work

The work is administrative and directive for all departments of educational training. For City Schools the Department of Health and Development is an administrative department essential to school authorities for the more intelligent handling of the schools. For County Schools, the County Superintendent's office should be the headquarters of the work. When the law is made compulsory, there will undoubtedly be organized a State Department with headquarters at the State Superintendent's office, who will see that City and County Superintendents carry out the provisions of the law.

In the educational period preceding the compulsory enactment of the law in California, certain forces are more or less earnestly at work shaping the future educational work in this regard in the State, namely:

The State Board of Education,
The State Board of Health,
The Women's Federated Clubs of the State,
Individual Educators and Physicians.

As an illustration of the character of this promotion work the following Organization of Health and Development work was suggested in a special circular issued by the Women's Federated Clubs of California in May, 1909:

1. The establishment of Departments of Health and Development, under the direction of the Board of Education headed by an educational expert well qualified in the special work specified by the law. The establishment of annual physical examinations of pupils to secure correction of physical defects, thus maintaining continuous health and growth supervision of children and youths. In larger cities an examining

staff, consisting of both educators and physicians should carry on this work.

2. The establishment of a Follow-Up-Service to secure the co-operation of parents in the correction of physical defects and other matters pertaining to the health and growth needs of pupils—the field of the school nurse and social workers.

3. An organization of the physicians of cities to supply medical aid and expert medical service for both City and County Schools, and in cases where the school can certify to urgent financial need of parents, to supply service at reduced rates. This Department must devise some plan so that the Department of Health and Development of the schools can recommend skilled physicians to parents desiring such information, and further, some good plan of supplying corrective physical training for individual pupils.

4. This Department, in co-operation with Superintendents, Principals and Teachers, is to adjust school activities to Health and Growth Needs, modifying the course of study whenever necessary and possible to meet the needs of individual pupils; to supervise the training of exceptional pupils showing mental retardation, deviation, or special excellence; to especially supervise the instruction in hygiene; to head seminarys for the instruction of teachers in normal and abnormal growth and development; to head bureaus of experts, whose approval must be obtained before any school buildings can be erected, or school furniture purchased; to co-operate with Parent-Teachers' Associations in public education.

* * *

ASSEMBLY BILL NO. 303

An Act to Provide for Health and Development Supervision in the Public Schools of the State of California

The people of the State of California, represented in senate and assembly, do enact as follows:

Section 1. Boards of School Trustees and City Boards of Education are hereby authorized to establish health and development supervision in the public schools of this State, and to employ an examining staff and other employes necessary to carry on said work and to fix the compensation for the same. Whenever practicable the examining staff for health and development supervision in the public schools of the State shall consist of both educators and physicians.

1. **To secure the correction of development and acquired defects of both pupils and teachers which interfere with health, growth and efficiency, by complete physical examination. Said examinations shall occur annually or as often as may be determined by the Board of School Trustees or City Board of Education.**

2. **To adjust school activities to health and growth needs and to development processes and to attend to all matters pertaining to school hygiene.**

3. **To bring about a special study of mental retardation and deviation of pupils in the public schools.**

Sec. 3. The requirements for certification of members of the examining staff for health and development supervision in the public schools of the State shall be as follows:

For Educators—A life diploma of California of the high school or grammar school grade and a health and development certificate which shall authorize the holder of such certificate to conduct the work authorized by this act, in those grades specified by the life diploma held.

For Physicians—A California certificate to practice medicine and surgery and a health and development certificate.

Sec. 4. County or City and County Boards of Education are hereby authorized to grant health and development certificates to holders of life diplomas of California of the high school or grammar school grade or to holders of California certificates to practice medicine and surgery who shall present with such life diplomas or with such certificates to practice medicine and surgery a recommendation from the State Board of Education certifying special fitness for the work specified in this act.

Passed by the Assembly February 20, 1909.

Passed by the Senate March 12, 1909.

Approved by the Governor April 15, 1909.

* * *

A Good Start

"How's your son making out in business?" asked the first capitalist.

"Very well, indeed," replied the other; "he's got a quarter of a million."

"Why, you started him with a million, didn't you?"

"Yes, and it's two months now since he started operations in Wall Street."—The Catholic Standard and Times.

PRINCIPLES OF EDUCATION FOR 1910

Trustees, Teachers and All Others Interested in Schools Should Read the Following Resolutions

The Southern California Teachers' Association, meeting in its seventeenth annual convention, makes the following declarations and recommendations:

(1) We consider it to be reason sufficient for public congratulation that interest in education has never before been so deep and wide-spread as in this present year of grace; never before have all classes of society shown like measure of faith in education, both as a remedy for and preventive of social ills. In this universal interest and faith are writ large for every school official and teacher an opportunity and a challenge. We hold that the situation is such as should give to everyone engaged in the work of education a new and larger sense of personal responsibility; demand from him the completest consecration of his energies; and inspire him to such study and discipline as will keep him abreast of the progress of education and a fit representative of its aims.

(2) It cannot be too strongly insisted that every pupil has the right to such measure of instruction as he is capable of acquiring, in such subjects as will be of largest value to him as a self-supporting individual and citizen. We condemn as unjust to the pupil and harmful to society all forms of gradation and promotion, which upon the plea of thoroughness of work or the maintenance of high standards, condemn all but the brightest pupils to endless dreary repetition of studies for which they have little aptitude and deny them all opportunity to grapple with subjects of larger inherent interest and greater utility for life's duties.

(3) We demand that the public High School, while properly serving incidentally to prepare candidates for admission to higher educational institutions, shall not, at any behest whatsoever, cease to be, in fact as well as in name, the people's college or cease to afford to every youth qualified to receive it that training that will best fit him to live completely and to serve his generation honorably and efficiently.

(4) **Evidence of a disregard of moral standards is painfully abundant on every hand. In one form or another, dishonest practices and unscrupulous methods have found their way into politics, business, and even into professional and social life. To check this baneful disorder which seems to have fallen upon the age, thoughtful people are looking to the**

school even more than to the church. We therefore most urgently enjoin upon school officials and teachers the duty of utilizing every opportunity that the school affords to inculcate sound ethical principles and develop habits of honorable conduct in all their pupils. This is not to be done only or chiefly by lecture and appeal but rather by the practical exercise of honesty, truthfulness, and fairness, in every class exercise, in every game of the playground or contest on the athletic field, and in all the social life of the school.

(5) We favor a re-arrangement of the standard twelve-year course of study, in general harmony with the recently developed Berkeley plan, which groups the first six grades together as the elementary school proper; the seventh, eighth, and ninth grades as the introductory High School group; and the tenth, eleventh, and twelfth grades as the High School proper. In the first of these groups are emphasized the things which every child should master before leaving school; the second is the proper period for beginning foreign language study, for taking up Manual training, and for introducing the pupil to the abstract work characteristic of the High School; the third is the appropriate period for intensive study, for insistence upon higher standards of scholarship, and for beginning the lines of study which will be completed in the University or professional school.

(6) We recommend the organization, wherever practicable, of continuation or trade schools, and of agricultural departments in all High Schools whose environment is distinctly agricultural.

(7) We favor the extension of the age limit in compulsory education, with the proviso that from the fourteenth to the sixteenth year attendance at evening schools for ten hours per week may satisfy the requirements.

(8) We most heartily commend the movement, which under the name of health and development supervision, stands for the physical, and hence the intellectual and moral betterment of the children in our public schools. We feel a commendable degree of pride also in the fact that Southern California is in the van of progress in this most beneficient undertaking.

(9) We cordially approve of that expression of municipal intelligence and sagacity, seen in the establishment and expert supervision of public playgrounds in the larger cities; and we hope that in the near future public baths for the use of children and youth in the more crowded localities may also be regarded as municipal necessities.

(10) This Association unqualifiedly urges upon all teachers and principals the duty of minimizing the importance of championships of every kind and of school supremacy won by the efforts of a few students especially trained for contest; and it is as earnestly recommends the encouragement both of out-of-door sports and of in-door voluntary enterprises, designed to engage the wholesome physical and intellectual activities of the whole body of students.

(11) We recommend that the State Board of Education be requested to legislate, or to secure legislation, to the effect that athletic teams, or other student organizations, be placed under the control and supervision of the school, at all times, when representing the school.

(12) We commend to the favorable consideration of the State legislature such changes in laws provided for the raising and distribution of the State School Fund as will result in the apportionment of $900.00 to the first census teacher of every district, and of $550.00, as at present, to each such teacher after the first.

(13) We believe that the school system of the State will not attain to the highest degree of efficiency until men and women of recognized ability are willing to devote their lives to the service of education. But such unbroken loyalty on the part of teachers cannot be hoped for, unless there is furnished them reasonable assurance of continuous employment, fair compensation, and some provision against the day when service becomes impossible. Of these essentials the two first are gradually becoming realized; the realization of the third—a retirement salary, is necessary in the interest of the progress and efficiency of our educational system. As in the case of the National government in its provision for officers and men who have served in its army or its navy, the retirement salary is not charity; it is sound business investment. Such a measure to be effective, not only must be State-wide in its scope, but the State must both support it and control its operation. We therefore heartily endorse the efforts of the California Teachers' Association, looking to the enactment into law of a practical measure which shall provide for the payment from the Treasury of the State of retirement salaries to teachers who have spent a lifetime in the service of education. While not satisfied as to the wisdom of certain of its details, in a general way we approve of the tentative measure which has been prepared by a committee of that Association and hope that by the conferences of the

committees of the two Associations a bill can be prepared for submission to the State legislature which will command the hearty support not only of our law-makers but of all the people of the State.

(14) We recommend that the several Teachers' Associations of California devise some plan whereby teachers seeking positions may be able to avail themselves of an economical, professional and effective method of procedure, and that the president of this Association be empowered to appoint a committee to co-operate with other educational Associations in this behalf.

(15) We favor national subsidies for agricultural and industrial education under conditions which assure its efficiency and availability by all classes of people.

(16) We heartily endorse the plans of the City of San Diego for a great inter-national California-Panama exposition to be held in 1915, to commemorate the completion of the Panama Canal; and we pledge our co-operation in the furtherance of this enterprise in whatever ways it may be given.

(17) We heartily favor the principles of international arbitration and good will among the nations; and as a means to obtain that good result we favor the observance of Peace Day—May 18—in all the public schools of California.

(18) Recognizing the great influence and educational value of the press we note with much gratification a growing tendency upon the part of newspapers to give prominence to meetings of this character and to all matters of educational interest.

(19) We respectfully commend to newspapers as public educators the desirability of substituting for the current illustrated pages of Sunday editions some other feature of entertainment which will less endanger our national sense of humor and not so seriously tend to nullify and counteract the efforts of the schools to develop in children true artistic taste, habits of truthfulness, and love of fair play.

(20) We congratulate the president and associated officers of the Southern California Teachers' Association upon the excellence of the programs offered and extend to these officers and invited speakers our hearty thanks for their services in making this convention notable in the history of the Association. We further especially commend the plan of providing a high-class song recital or concert in connection with the other features of the convention program and sug-

gest to future officials of the Association the desirability of continuing this practice.

Jesse F. Millspaugh, Chairman; J. H. Francis, A. S. McPherron, R. P. Mitchell, P. W. Kauffman, Edna T. Rich, Eugenia Fuller, Ella C. Ingham, Jessie R. Tanner, Committee.

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FORESTRY IN THE CALIFORNIA SCHOOLS

By Louisa McDermott

The Forest Service has asked for the co-operation of the teachers and pupils of the public schools for the observation of the leafing, flowering, and fruiting of our forest trees. Under the guidance and inspiration of the teachers, the pupils make these observations, record them on the blanks furnished by the department, and when completed forward them to the Forest Service at Washington. I write this article to call the attention of the school people of California to this opportunity to render the cause of forestry a genuine and worthy service.

A large body of careful observations, recorded in all parts of the State where forest trees obtain, would be of inestimable value to scientific forestry. That would be one good reason for responding to the call of the Forest Service. Another reason is that it is an excellent opportunity to obtain an accurate knowledge of the tree species of any locality. The department will identify any number of species for any locality. Now there are a great many other reasons but I shall not undertake to set forth them all.

This is a plain case of nature study by observation and I have a great deal of respect for that kind of nature study. The observations cover an entire cycle for the life of the tree, they mean something of value to the forest people, and they must be carefully made and accurately recorded. The blanks are furnished on application. This reduces the clerical work to a minimum. There is a maxinum of out-door observation and a minimum of writing about it.

In the blanks furnished by the department there is first of all a place for a general description of the particular location of the trees observed and then fifteen distinct observations to be made on every species. One blank is used for every species observed but several trees of the species are taken as a basis for the conclusions.

The pupils are to observe and record the date of:

"1. The swelling of buds.
2. Bursting of buds.
3. Beginning of leafing out.
4. General leafing out.
5. Beginning of blossoming.
6. General blossoming.
7. Change in color of foliage.
8. Beginning of leaf falling.
9. End of leaf falling.
10. Beginning of seed ripening.
11. General seed ripening.
12. Beginning of seed falling.
13. General seed falling.
14. Quantity of seed.
15. Quality of seed."

When all these observations have been carefully made and duly recorded the observer is pretty intimately acquainted with his set of trees. He knows just how a set of forest trees look when the buds are unfolding for instance. Incidentally he has become interested in trees and its not a bad subject to take up. The work is not devoid of drudgery. It may come at inopportune times and it will break in on the teachers time but it is worth and well worth all that it costs.

It is a very neat way to get in touch with forestry and to grow into a sympathetic knowledge of forest problems. California is already conscious of her forest problems. This great empire State has her own civic sins that she might well do penance for and cast from her, but in the matter of forestry she is just a little bit better than some of her neighbors. For that reason I believe we are ready to respond to this particular call.

The work is carried on directly with the Forest Service at Washington, D. C. Any teacher who wishes to do the work will be furnished the blanks on which to record the data, a pamphlet of instructions about the method of making and recording the observation and several bulletins on forestry. If you live in a forest country take the time to write the Forest Service at Washington and then do a bit of civic duty.

In the reports of the Yosemite meeting I noticed that two superintendents make special mention of the work their schools are doing on the fauna and flora of the immediate environment. I am morally certain that there are a great many superintendents in California who appreciate the significance of environment in any scheme of education.

The observation of things happening right about one has been made the basis of a complete system of nature study in the Nova Scotia schools. It has been in successful operation since 1891 and some years ago was taken over bodily by the schools of Denmark. I will call the attention of the teachers of California to Dr. McKay's work in a subsequent paper. The work is of the same type as these forest observations and that is the reason I mention it here.

The Scotch Laird's advice to his son is always good:

"Plant trees, Jack. They'll be a growing when you're dying." It isn't exactly a case in point but the spirit of it is the same. Get acquainted with your trees. The tree people are good folk to know and you'll both be the better for it.

* * *

THE NEED OF THE HOUR

Great is our heritage of hope, and great
The obligation of our civic fate.
Fling forth the triple-colored flag to dare
The bright untraveled highways of the air.
Blow the undaunted bugle and yet
Let not the boast betray us to forget,
For there are high adventures for this hour,
Tourneys to test the sinews of our power;
For we must parry—as the years increase—
The hazards of success, the risks of peace!
What need we, then, to guard and keep us whole?
What do we need to prop the state? We need
The fine audacities of honest deed;
The homely, old integrities of soul;
The swift temerities that take the part
Of outcast right—the wisdom of the heart.
Brave hopes that Mammon can never detain,
Nor sully with his gainless clutch for gain.
We need the Cromwell fire to make us feel
The public honor or the public trust
To be things as sacred and august
As some white altar where the angels kneel;
We need the faith to go a path untrod,
The power to be alone and vote with God.

—Edwin Markham.

* * *

From defeat to defeat we shall march to ultimate victory.—Benito Juarez.

Department of School Trustees.

(Under Section 1521 of the Political Code this "Journal" is mailed free to the Clerk of each school district in the State, and the subscription is paid for out of the School Library Fund. The various official departments contain much of special value to the various School Boards.)

TO THE SCHOOL OFFICERS AND TEACHERS OF THE COUNTY OF SAN DIEGO

Through the courtesy of Harr Wagner, publisher of The Western Journal of Education, it will be possible for me to communicate with you regularly through the columns of this paper.

I am pleased to announce that the financial standing of all the districts of our county is in an excellent condition and by the fifteenth of this month the first installment of State fund will be apportioned for your use.

The teachers' institute, convened December 20th, was of special value. Dr. Gulick of New York had a message for us all, stated in a few words—Teachers, constantly remember that the health of the child is of far more importance than the regular school work of the day.

Boards of Education, remember that the course of study should fit the average child. It does not for if it did there would be as many skip a grade as fall behind a grade.

Out-door schools under equally good teachers do more for the children than the best constructed school houses with all their equipment. California's great opportunity is at hand to be the Athens of the World.

Play-grounds are as necessary for the education of children as the best arranged school building.

Mr. Duncan Mackinnon and I were fortunate to be able to attend the great school teachers' conventions, both in Los Angeles and San Francisco. We both returned to our work prepared to do greater service to children and render more help to our teachers and school Boards than ever before.

HUGH. J. BALDWIN,
Superintendent of Schools.

Superintendent Raymond Cree in the New Manual of Riverside County gives the following suggestions to school trustees.

The School Site

There are to be new districts formed soon and sites for school houses must be selected. For one hundred and eighty days of each year the boys and girls of these districts will spend most of their waking hours talking, playing, and studying on the school grounds and in the school houses. The best site at all accessible to the children should be selected. Let it be high and dry. Let there be nothing in its neighborhood which may in any way endanger the health, morals, or happiness of the children.

The School Lot

The patrons of a school will be paid large dividends if an abundance of room is provided for recreation and exercise in the open air. How large a lot? Not less than two or three acres for the country school. Five or six acres will be plenty small for the village school when the vacant lots surrounding are no longer vacant.

The New School House

No matter how small or cheap your school house is to be, by all means secure the services of one skilled in modern school architecture to draw the plans and specifications. By doing this your building will be properly lighted, ventilated and heated. The ceiling will not be too low, the blackboards will be placed so that they may be used to the greatest advantage, the proper floor space will be alloted to each desk, and a dozen other things will be looked after where the builder not accustomed to this style of architecture is apt to blunder.

The Old School House

If there is that about the old building which works a hardship or an injury to the pupils and debars them from the blessings enjoyed by those housed in a building more skillfully planned, would it not be the part of wisdom to remodel where possible.

Valuable suggestions may be found in "A Handy Manual for the Use of Architects and School Authorities." This may be procured from the Teachers' Library upon application to the County Superintendent of Schools.

The School Grounds

Are yours attractive? It means so much and costs so little to have a pretty and attractive school house and grounds. Trees, shrubbery, paint, a tidy school house, neatly kept premises, have an educational value which cannot be measured in dollars and cents. Put in and around your school those elements of soul development which inspire. The dilapidated building and the desolate yard have no power to charm and hold the boy, or the girl.

The Water Supply

Would one skilled in the analysis of water pronounce it to be "very pure," "free from objectionable constituents"? Would the health officer feel satisfied with conditions as they exist at your school? Trustees should furnish pupils with pure water and see that it is kept free from the dust and germs of the air. Pure water is almost as necessary as good light and pure air.

The Deed to School Land

It is as much a matter of moment for school trustees to look well to deeds and titles for school property under their care as it is for the individual property owner to look well to deeds and titles for his property. Deeds are needed in the possession of the school clerk for reference often. Deeds without restrictive clauses should be demanded by school Boards, and such deeds should be recorded.

The School Library

The school library is well worth our thought and care. Strive by every means to cultivate in your pupils a taste for instructive reading. The world's lore is stored in books, and the power to extract it from them is one greatly to be desired.

Are you satisfied with your library? Is it neatly kept and clean or is it a jumbled and confused mass of trash? Do the books show honest wear or are they such as remain as bright and new as the day they were bought? When books wear out are they rebound or replaced by new ones, or do they remain dirty, old and torn, with missing leaves and ragged backs? Does the teacher "introduce" the best books and periodicals to the school and use his tact and cleverness to have them appreciated; or does he ignore the existence of the library? Do the children seem to have any intelligent idea of what is in the library or of what they have read?

The world of books is so large that it is hard to select the best books or even a list of the best books for a school library. It is not a good plan to let the library fund accumulate for years, then spend it all for a long list of new books; rather, each year the teacher should get a few books that she "knows," choice friends that she knows just how to use in quickening the minds or touching the hearts of her flock. It will not do to select the books that we think the young folks "ought" to read or those that we "want" them to read, the grand volumes of the world's best history or literature. If they stand unused on the shelves they are trash. We must choose the books that the children will read if we would foster or improve the reading habit in the children. The one to choose the books is not the best scholar or the sharpest business man of the district, but the one who best knows and best sympathizes with the particular children of that school.

* * *

INTERNATIONAL CONGRESS OF EDUCATION

United States Commissioner of Education, E. E. Brown, announces that at the request of the Belgium Government he has appointed an American Committee to have charge of American interests at the Third International Congress of Education to be held in Brussels, 1910. The membership of the American Committee is Professor M. V. O'Shea, the University of Wisconsin, Chairman; Professor W. C. Bagley, University of Illinois, Secretary; President Wm. L. Bryan, University of Indiana; Mr. Wm. H. Allen, expert for the Sage Foundation, New York; Professor Irving Fisher, Yale University, Chairman of the Committee of One Hundred; Judge Ben B. Lindsey, Denver; Superintendent Frank B. Cooper, Seattle; Mary E. Ahern, Editor Public Libraries, Chicago; President E. R. Johnstone, New Jersey; President Lewis H. Jones, State Normal College, Michigan; Charlotte Perkins Gilman, Editor, New York; Mrs. H. K. Schoff, President The National Congress of Mothers, Philadelphia; Dean W. S. Sutton, University of Texas; Professor Henry Suzzalo, Columbia University; Bertha Payne Miller, University of Chicago.

* * *

The bulletin prepared by Superintendent Hyatt on School Architecture is ready for distribution. It is a very valuable document for school trustees.

UNIVERSITY OF CALIFORNIA

Department of Education

Education 12, The Schools of California.

January-April, 1910.

The first series of lectures in this course, as announced in August, 1909, took up the subject of school supervision and administration in general. The second series will cover the general administration of the high school and its place in the educational system. Later series will include the value and methodology of the subjects that compose the high school curriculum, the elementary schools, etc. While the course was designed primarily for university students of Education, it has been gratifying to note the interest taken in the lectures by school teachers in the vicinity of Berkeley. Teachers in all grades of the schools are therefore especially invited to attend these lectures, either as students or auditors. One unit of credit will be given for satisfactory work in the course. The lectures will be given at 4 p. m. on Thursdays, in 109 California Hall. (Registration for the second semester, January 10.)

January 20.—Introductory lecture, Professor W. S. Thomas, Department of Education.

January 27.—High School Architecture, Principal L. B. Avery, San Jose High School.

February 3.—Present Tendencies in the Curricula of California High Schools, Professor E. S. Evenden, Department of Education, Stanford University.

February 10.—Community Needs and Choice of Studies, Principal O. A. Johnson, San Mateo High School.

February 17.—Industrial Education for California High Schools, James Ferguson, Deputy Superintendent, San Francisco.

February 24.—The High School and Rural Problems, Professor Le Roy Anderson, Department of Agriculture, University of California.

March 3.—The Development of the Individual High School Pupil, Principal J. Fred Smith, Campbell High School.

March 10.—Government in High Schools, Principal J. H. Francis, Los Angeles Polytechnic High School.

March 17.—Moral and Social Aspects of High School Life, Principal J. F. Engle, Auburn High School.

March 24.—Student Activities and School Work, Principal H. O. Williams, Santa Barbara High School.

March 31.—Articulation between Grammar School and High School, Principal C. L. Biedenbach, McKinley School, Berkeley.

April 7.—Preparation for the University as an Influence on the High School, Principal M. C. James, Berkeley High School.

April 14.—The Six Year High School, Principal W. H. Mackay, Chico High School.

April 21.—The High School and Civic Duty, Principal Joseph O'Conner, Mission High School, San Francisco.

April 28.—Trade Schools, Superintendent Alfred Roncovieri, San Francisco.

INSTITUTES

The Kern County Institute met in the High School Building in Bakersfield by call of Superintendent Stockton on November 22nd and continued through three days. Superintendent Stockton had selected as his assistants Lee Emerson Bassett of Stanford University, Geo. L. Sackett and Job Wood Jr. of Sacramento, E. Morris Cox of San Rafael, and Tracy N. Stebbins. Though many of the teachers had long distances to come they were all present with the exception of one or two.

It was the plan of Superintendent Stockton to make his Institute as practical as possible and to give the teachers as much of real school work as he could. Much of the time was devoted to language work in which Professor Bassett gave much that was of especial interest as well as entertaining.

Kern County has established a County High School which has a large field to draw upon for expenses thus making the tax rate low for this purpose, being 8 cents on the $100. Very few of the high schools can show a rate as low as this. And yet this school has manual training and agriculture, in addition to the regular high school course. The teachers were invited to be present and watch the work of the students in manual training work. Later in the week the teachers at the close of the Institute were invited to the play grounds, which are under direct supervision of a teacher, to watch the games. Bakersfield and Kern City are making very much of this. Again the several grammar schools are organized into an athletic association which meets once or twice during the year in Bakersfield or some other convenient place to contest in the games. This has done much to interest the young people in schools.

Mr. Stebbins presented a most interesting lecture on the culture of the eucalyptus. This subject attracted much attention.

Mr. B. Macomber, formerly of the Redding High School but now principal of the Kern County High School, outlined his plan of high school course of study which was of much interest to the teachers, as their pupils through graduation by examination by the County Board enter the high school direct. The County Board is the controlling power in the County High School.

In the matter of play grounds, manual training, and agriculture the schools of Kern County seem to be in the forefront. Superintendent Stockton and Superintendent Nelson

are to be congratulated on the interest shown by the teachers and pupils in the work of the schools.

Mr. L. E. Chenoweth, formerly of the office of Superintendent of Public Instruction's force, was found at Bakersfield as busy as a bee in helping to run the "Morning Echo." It is interesting to see how a teacher can drop the "rod" and rule and take up other work and succeed. And why not. If he is able to teach well he ought to be able to do other things well and he can. There is no business that requires more tact, more real ability to make a success than does teaching.

* * *

"A MAN WANTED"

Lincoln School, November 1, 1909.

Harr Wagner,

Dear Sir:

In your issue of October I noticed a little article in long primer type—"A Man Wanted."

A Eureka Board of Education wanted a model man. He must not smoke, drink, chew tobacco, nor flirt; swearing was not prohibited in the list. He must be an athlete, must teach penmanship, drawing, physical culture and presumably he must have the three R's on tap.

The article goes on to say that for all these acquirements he was offered $1000 a year. What drew my especial attention was the fact that no Man could be found to take the job—I have no doubt but that those who had the prescribed qualifications hired as cooks, or rather chefs, for these gentlemen get $1200 to $2000 a year.

Another feature of the affair is that a lady was found to take the place. A whole sermon could be preached on that incident; ladies often complain that they get lower wages than men and the above incident may serve as part explanation. No teacher, thoroughly equipped ought to teach for less than $1200 a year. If schools do not "keep" 12 months that is not the teacher's fault. He has to live. Ladies ought to realize the position in which they place the sex.

I know of one very worthy granger who unwillingly serves as school trustee in a certain rural district. Said he one day to me:

"I should like to get a man for our school here, but we can't afford it; we've got to take a woman."

Now, what's the use?

W. W. STONE,
Principal Lincoln School, San Francisco.

* * *

Miss Ora Boring, formerly a member of the San Diego Board of Education, a teacher in the public schools, a Stanford student, a very efficient teacher in the Stockton schools, has taken a year's leave of absence. Mr. O. E. Kuhn has been appointed to fill the vacancy.

QUESTIONS ON PEDAGOGY SUBMITTED AS A TEST TO DETERMINE THE QUALIFICATIONS OF TEACHERS TO TEACH IN THE SAN FRFANCISCO SCHOOL DEPARTMENT

Methods

11 (a)

Which study do you consider the most valuable in the ordinary curriculum, and give several reasons for your choice.

11 (b)

1. Upon what is the science of teaching based?
2. What should be the great object of teaching?
3. What are the characteristics of any good method of teaching?

12 (a)

What method would you adopt to prevent tardiness; and to secure regular attendance in school?

12 (b)

What is to be accomplished in teaching English Grammar?

13 (a)

What special training is given by Literature, by History?

13 (b)

By Mathematics, by Science?

14 (a)

For what definite purpose and to what extent would you use analysis or the diagram?

14 (b)

In teaching composition, in any grade above the fourth, state your method as to choosing subject, writing the composition, and correcting it. Name the grade of class you have in mind.

15 (a)

Distinguish between principle, method, device. Which may change?

15 (b)

1. When is a schoolroom in good order?
2. What incentive will you put before children for study?

The Western Journal of Education

Official Journal of the Department of Public Instruction

HARR WAGNER Managing Editor.
EDWARD HYATT, Supt. of Public Instruction, Editor of Official Department.

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Founded in 1895, it commands the support of every teacher who is interested in the newest lines of educational thought, and of every trustee who desires to keep in touch with movements for the betterment of the schools. It is not run in the interest of any special organization, of any interest or any type of educational doctrine. Its field includes an optimistic support of the best class of educational uplift, both of men and measures.

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EDITORIAL NOTES

By Harr Wagner

The key-note of Dr. Gulick's address on health, athletics and sanitation, was team work. Team work brings fine results on the play-ground, or in drawing, but team work has never resulted in painting a picture, creating a poem, or in taking the initiative in any great movement. There must always be the individual to lead the team, but in the higher avenues of thought the individual is alone.

* * *

The plea of Dr. Gulick for fresh air, both night and day, seems to have been a slam at the modern apartment houses.

* * *

The California Council of Education has been formed. Duncan Mackinnon temporary chairman and Leroy Armstrong temporary secretary. It required no divine inspiration to prophesy that the program would go through as outlined. The four teachers' associations now have a governing body. The seven or eight thousand teachers, who are members of the various association, have the privilege of paying $1.00 per annum for membership and the right to listen to the speakers. The governing body will decide what is best

for their material and professional advancement. Just what power this California Council of Education will have in controlling the legislature it is hard to determine. We have always had the opinion that a County Superintendent, representing a constituency of from twenty thousand to half a million people, would be listened to by the law-making power with as much consideration as the California Council of Education, representing detached teachers without votes, and without having been specially consulted.

* * *

The California Council of Education has a great field of usefulness. The Teachers' Associations have a great field of usefulness. This field is not along the lines of narrow, selfishness of material advancement. The primary object of every association of teachers should be the creation of public sentiment in favor of the best legislation for the children of the State; should be the inspiration of teachers to adopt in their professional and material life the highest standard of ethics. If the California Council of Education will devote itself to the betterment of the teaching profession along ethical lines and will aid in creating public sentiment for better laws, it will serve a wide and useful purpose, but if any member of the Council appears as a lobbyist at Sacramento, he ought to be bounced out of the front door of the capitol and sent home in humiliation and disgrace.

* * *

We turn from the above subject to the 1909 annual of the Winnebago County Schools and read the commandment in one decalogue: "Thou shalt enlarge and enrich the life of the country child." This annual is so rich in material, it has such a message of hope to the man who sees in the life of our great cities the narrowness of the life of the child, is glad to get this new view of the appeal, "back to the soil."

* * *

Dr. Gulick, Dr. Vincent and Dr. Lange all preached the gospel of good cheer at the C. T. A. meeting in San Francisco, but constantly hit at the men and women, and especially the women, on account of their ability to "knock each other." It is true that men and women in the profession of teaching are the same as men and women of every profession and every department of life. No amount of education or of culture along the academic lines will eliminate any part of selfishness, narrowness, bigotry, prejudice, jealousy, anger and peevishness. It requires that melody of the inner shrine that comes

from meditation, and not from books, to kindle the virtues of kindliness, charity, service and of good cheer. We must go a little further than a drill on the multiplication table, memorizing the definitions of pedagogy, or solving the more intricate problems of calculus to find the graces of the larger selfishness, while the five senses dominate, the initiative strength to use the hammer on others will be noticeable.

* * *

The appointment of an Educational Commission to consider industrial education at this time, to consist of laymen and school masters, was the most timely of all the resolutions adopted by the C. T. A. This commission will have a splendid opportunity to start the work of industrial education in a systematic way by securing the men who are connected with legislative matters, newspaper publicity, and technical knowledge you have the combination of experience in publicity, experience in legislation and experience in application of the law to be enforced. That is right; let us do things.

* * *

Dr. Ellwood P. Cubberley stated in February, 1909, that "what the State of California needs is an Educational Commission to take up the matter of the revision and co-ordinating of our school laws. This work cannot be done in a hurry and it cannot be done by amateurs. It requires the experience and knowledge gained in other States."

* * *

The people of this State cannot leave this to the California Council of Education. It can more safely leave it to the annual convention of County and City Superintendents, but it should be an educational commission composed of school masters; legislators and men interested in the government of the school purely from the unselfish standpoint of the State.

* * *

The year of 1910 will place a higher standard on the profession of teaching than ever before. The standard will be much higher than that set by competitive examination of the San Francisco Board of Education. It may not be equal to the plan of Superintendent Cooper of Seattle, which required ability to teach, but not certification. This would give no one a right to step into any school room who is not professionally qualified to do the work. Not twenty years ago there were men who considered themselves able educators who believed that a certificate was of no account unless granted by a par-

ticular Board of Education. Now, there are people who have proven their ability as school masters, who believe that there should be no certification. This, of course, would lead in one direction. It would force the school Boards to select teachers who were professionally trained. It is a long way from the old custom of keeping people out of the profession if they were not qualified to pass an academic examination. Schoolasticism, which bankrupted education, is of the past. The standard of teaching should be so high that no Board of School Trustees or Board of Education would employ permanently any one except those who had ability to render the right kind of service.

WOMEN AND TEAM WORK

By Dr. Luther H. Gulick

There is no team game that has ever been played by woman in the history of the world—because women do not have to live by team work. Fundamentally:

The morality of woman is related to devotion to the home, to the husband and the children. And she has been truer to those ideals than man has. The morality of men is devotion to the political unit, which women have not.

The present day ethics and the need of the situation demand that you women play the team game—that you be loyal to each other. The women's clubs and the basket ball teams are sure signs of this change.

Women have never been true to teach other; women have never been decent to each other; each has been jealous of her husband, of her children.

Women are now beginning to stand together. This new standing together of woman is as hard for them as it is for us men to be true to the home.

We men are naturally interested in and true to the political unit, but slowly we are becoming truer to our wives, our homes and our children.

Concerning the women clubs of today: The significant thing is not the more or less absurd parliamentary laws applied by the member. But the significant thing is that these clubs exist, do continue year after year, and vitality and strength shall come with experience.

Western School News

Meetings.

The California Teachers' Association will hold its session December, 1910. L. E. Armstrong, Alameda, Secy.

Southern California Teachers' Association will meet December, 1910, at Los Angeles.

Northern California Teachers' Association, Redding; G. W. Moore, Colusa, Cal., President.

Central California Teachers' Association will meet in March, 1910, at Fresno. C. L. McLane, President, Estelle Bagnelle, Secretary.

National Educational Association, J. Y. Joynor, South Carolina, President; Irwin Shepherd, Secretary, Winona, Minn.

NOTES.

Governor Gillett addressed the children of the public schools at Watsonville and advised the children that they should love three things above all; first, the flag; second, the State, and third, Watsonville.

* * *

Superintendent C. L. McLane of Fresno is seriously considering the establishing of night schools in Fresno in connection with the public schools.

* * *

The children's play-ground in the Kern Schools has become an established fact. The material and apparatus is complete for a model play-ground.

* * *

A cash prize of $10 will be given to the pupils by the Chamber of Commerce of Santa Cruz for the best essay on what could be done to beautify Santa Cruz.

* * *

A special resolution of very great importance, passed by the California Teachers' Association, was the one which empowered Harris Weinstock to appoint a committee of laymen and educators to investigate industrial education and report to the convention in 1910.

* * *

Miss Annie Weibalk of the State Normal School of San Francisco has arranged the ceremony of graduation under the ritual of the California Woman's Guild. This ceremony took place December 17, 1909. It was impressive, effective and efficient. The Mistress of Ceremonies was Miss Elleanor Meredith, the teachers' creed was administered by Miss Mary Ward. The taking of the teachers' oath was administered by the President of the State Teachers' Association, E. Morris Cox. The taking of the oath to support the constitution was administered by Judge James Allen, President of the Board of Trustees. There was present on the platform a number of notable citizens and educational men, who witnessed the ceremony for the first time and were very enthusiastic in the belief that it had in it a positive uplifting effect on the mind of the young teacher. The

beautiful harmony of the ceremony, the fixing in a definite way, the duty of a teacher, educated by the State, to the children of the State, the beauty of the larger creed of life which includes the joy of living made the ceremony of graduation a notable one.

* * *

A. B. Anderson, principal of the training school of the San Francisco State Normal School, has been elected City Superintendent of San Rafael.

* * *

E. Morris Cox of San Rafael and A. C. Barker of Santa Rosa have been selected as Assistant City Superintendents of Oakland, at a salary of $3,330 per year each.

* * *

Dr. E. C. Moore, City Superintendetnt of Los Angeles, has been offered the head of the Department of Education of Yale University. It has been announced that he will accept, and will begin his work in the East at the beginning of the next school year.

* * *

The School Trustees and School Boards are very active in the way of providing new school buildings. The year of 1910 promises to be a record breaker in the way of material advancement of the public schools.

* * *

The John C. Fremont High School of Melrose carried out a unique experience on December 10, when F. S. Rosseter and the entire faculty took a day's vacation and left the school to be conducted by the students, with William Irwin, a boy of 19, as principal. County Superintendent George Frick and A. L. Hannaford, president of the Oakland Board of Education, visited the school and expressed themselves as delighted with the way the students carried forward the work.

* * *

E. Z. Hughes, principal of the El Dorado School of Stockton, has resigned, to enter business. Mr. S. Holt of Tracy has been appointed as his successor.

* * *

Teachers' examinations for Certificates are almost out of date. In the various counties which held examinations between December 20 and January 1, there were but few applicants, and probably not over 25 per cent of those taking the examination were granted Certificates. The San Francisco Board of Education examined 141 applicants in Pedagogy, Grammar and Arithmetic in the competitive civil service examination for positions in the San Francisco schools, and there were only 31 who secured the required 75 per cent.

* * *

Miss Maud Tuttoe, principal of the East End School, Mrs. Kate Forster of the West End School and Miss Esther Gamble of the high school of Salinas, resigned from the Department recently.

C. L. McLane was invited as a guest of honor to the luncheon given by the Fresno Realty Board, and proposed that an agriculture branch be taught in the Fresno High School, with an experimental station at Kearney Park.

* * *

The High Schools of Oakland are overcrowded with pupils, and to meet the immediate demand for more room several annexes have been constructed.

* * *

The re-organization plan of Superintendent Frank F. Bunker of Berkeley was put in effect on January 3, 1910.

* * *

One of the principal speakers at the Washington State Teachers' Association was Frank F. Bunker of Berkeley. It is possible that his re-organization plan will go into effect in some of the larger cities of the Northwest.

* * *

The salaries of the teachers of Vallejo and also of Marysville have been raised $5.00 per month each.

* * *

The State experimental station near Tulare is to be made a part of the equipment of the Tulare High Schools. This will add another practical experiment to the teaching of agriculture in our high schools.

* * *

Superintendent Hugh J. Baldwin has made an approximate estimate of the amount of money that he has expended in order to attend the California State Teachers' Association during the past 20 years, and it reaches nearly $2,500. Of course, it must be taken into consideration that he has to travel nearly 600 miles.

* * *

County Superintendent, Mrs. M. S. Abrams, of Butte County, recommended to the Board of Education that the teachers who failed to attend the Institute at Red Bluff be fined one day's salary each.

* * *

Ernest Mitchel, Principal of the Franklin School of Eureka, died suddenly on December 25 of ptomaine poison.

* * *

Dr. Suzzallo of Columbia University and Dr. Balliett of the School of Pedagogy of the University of New York, and Miss Harris of Rochester, were the notable speakers at the State Convention of the teachers in Utah.

* * *

A new club has been formed in San Francisco called the San Francisco High School Club. The officers are Dr. W. E. Blanchard of the Mission High School, President, and F. E. Croft of the Lowell High School, Secretary.

W. G. Hartranft, the representative of Silver, Burdett & Co., has returned from a trip to the Phillipines and other Oriental countries. Mr. Hartranft has had wide experience as a teacher, superintendent and lecturer, and has been a great success in promoting the interests of his publishing house.

* * *

School Architect and School Improvement in California by Edward Hyatt, Superintendent of Public Instruction, has been issued. This valuable document has been prepared at the request of City and County Superintendents.

* * *

The Southern California Teachers' Association held one of the most interesting sessions in its history; E. C. Moore, President, Mark Keppel, Secretary. The principal features were an address by Edward Hyatt, L. H. Gulick, Dr. Geo. E. Vincent, an evening song by Madame Sembrich, and the declaration of principles by J. F. Millspaugh, chairman of the committee on resolutions. The membership was 2,850.

* * *

There were five banquets during the meeting of the C. T. A. in San Francisco. The Women's Club banquet at the Fairmont Hotel, Elffie McFadden, toastmaster; The Schoolmasters' banquet at the Poodle Dog, C. E. Rugh, toastmaster; The Teachers' Guild banquet at Tait-Zinkand's, Harr Wagner, toastmaster; and the Chico Normal Alumni at the Bismark Cafe, and the San Jose Normal Alumni at the Hotel Stewart.

* * *

There was a time in the history of education when the wise prophets believed that the opening of Stanford University would interfere with the service of the University of California. Since then the State institution has increased in service and numbers five fold. The little prophets of the C. T. A. insist that there is not room for two educational journals. The thought reservoir of the prophets has not been tapped recently.

* * *

The President of Chicago University Interested in Superintendent Bunker's Reorganization Plan

January 3, 1910.

Dear Sir: I have been interested in the plan for reorganization of the schools in Berkeley. It seems to me on the face of it a good suggestion. Of course I am not competent to judge with entire accuracy, as I am not informed as to all the conditions in Berkeley. It impresses me as largely a local matter, and as in part a matter relating to the buildings and equipment of the schools in that locality rather than one of general application. Still, the suggestion of three grades of schools, primary, intermediate, and high school, as they might be called, is worthy of careful consideration.

Very truly yours,

HARRY PRATT JUDSON.

THE CALIFORNIA TEACHERS' ASSOCIATION

The forty-third annual meeting of the California Teachers' Association was held in San Francisco from December 27 to 30, inclusive. The great features of the meeting were the addresses of Allison Ware, Dr. Luther H. Gulick, Dr. Vincent, Dr. David P. Barrows, Superintendent Alfred Roncovieri, the St. Francis' Reception, and the presenting of the "Everygirl" by Miss Anne Weibalk and the students and graduates of the San Francisco State Normal School. E. Morris Cox, the President of the Association, presided, with the exception of Thursday, when he went to Sacramento to present himself in person before the Governor of California, in order to secure his aid in behalf of the Sierra Educational News. The general program of the Association was a distinctive success, from the standpoint of thrills, inspiration and uplift. Allison Ware's speech was great. It was individual, it was a plea for men who do things, not in team work, but as individuals. It was eloquent, it was well balanced, it was effective. Dr. Gulick was new. He presented the new ideas in health work. There was not much of Anatomy, but there was plenty of Athletics, and outdoor day and night air about his several talks. Dr. Vincent began his talk like an alarm clock, and ended like a buzz-saw. He is the ideal type of a Burbanked Methodist preacher. His point of view on the larger selfishness gives us a clean bill of health for the federation of the world.

* * *

The business of the Association was transacted with very little ginger. J. W. McClymonds introduced a resolution to keep the minority from getting a representative on the Board of Directors that required debate. The affiliation resolution passed with a few opposing votes in which the editor of this Journal stated his views in opposition to the plans of affiliation. The election of officers passed without comment; there was very little voting. Out of the entire membership there were not over 340 votes cast. In the business meetings the resolutions were adopted by less than 100 votes. Dr. Lange was elected president without any opposition. He has, or will, present his resignation as President to the Board of Directors.

* * *

David R. Jones, the chairman of the Committee on Resolutions, presented a series of resolutions favoring a more effective supervision of rural public schools; that the question of industrial education be investigated with a view to its development; that a course in sanitation and health be made obligatory in all public elementary and high schools; for a medical inspection of school children at public expense, where parents are not in a position to pay for the same; that the legislative committee take immediate steps which will insure to women candidates for county superintendents the same conditions that now prevail for male candidates; that the committee on legislation proceed to secure the enactment of legislation which will render the annual election of teachers unnecessary and which will permit

of the election of teachers at an earlier date than that upon which such elections are now commonly made; that school authorities be urged to provide more ample school grounds, and upon urban communities the necessity of providing suitably equipped play-grounds for children.

* * *

Superintendent Hugh J. Baldwin introduced a resolution asking that San Francisco be selected as the permanent place of meeting. It was carried. A resolution was also introduced by which Harris Weinstock was empowered to appoint a committee of laymen and educators to investigate industrial education, and report to the convention in 1910. Allison Ware presented a resolution which was adopted unanimously, thanking Superintendent Edward Hyatt for the California School Report, which included the conservation of the natural resources, arbor day manual, school architecture and school improvements.

* * *

The Council of Education held a very interesting session at the Mission High School and considered the subject of Articulation of the Elementary and Secondary Schools and Retirement Salaries. On the subject of retirement of salaries, Dr. Lange, of the University of California, Dr. Boone of the University of California, J. W. McClymonds of Oakland, Director Hayden, Joseph O'Connor, Mrs.

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Prag and others spoke. J. W. McClymonds opposed the policy of creating a retirement fund for teachers. All the others were in favor of the plan proposed by Dr. Lange.

* * *

The following were appointed representatives to the new California Council of Education, representing the four associations in the State: Dr. E. P. Cubberley, E. Morris Cox, Dr. A. F. Lange, L. E. Armstrong, Mrs. Clara M. Partridge, Alfred Roncovieri, Miss Anna Wiebalk, Dr. M. E. Dailey, Will C. Wood, James A. Barr and Duncan Stirling.

* * *

Book Notes.

"Little People Everywhere" is a new series of geographical readers by Etta Blaisdell McDonald and Julia Dalrymple, Little, Brown & Co., publishers; price, for each volume, 60c.

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* * *

"Practical Agriculture" by John W. Wilkinson, A. M., Assistant State Superintendent of Public Instruction, Oklahoma, formerly Professor of Agriculture in Northwestern Normal School, Alva, Oklahoma. American Book Co., Publishers. Price $1.00.

This book forms a complete and practical treatise on Agriculture, Horticulture, Forestry, Landscape Gardening, Animal Husbandry, Stock Feeding, Roads and Roadbuilding, and Country Life Conveniences. It is suited for the eighth grade of grammar schools, or

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* * *

"Children's Classics in Dramatic Form," by Augusta Stevenson Book two. Houghton, Mifflin Company, publishers. Price, 35c.

This series of books aims to serve three distinct purposes: First, to arouse a greater interest in oral reading; second, to develop an expressive voice; and, third, to give freedom and force in the bodily attitudes and movements which are involved in reading and speaking. The stories given are for the most part adaptations of favorite tales from folk lore—Andersen, Grimm, Aesop, and the Arabian Nights having been freely drawn upon.

* * *

"How to Study and Teaching How to Study" by F. M. McMurry, Professor of Elementary Education in Teachers' College, Columbia University. Houghton Mifflin Company, Publishers. Price $1.25.

Dr. McMurry devoted a number of years to experimental teaching to discover to what extent children were being trained to study, and to what extent they could be taught to study, and discussed the subject in class, with his students at Teachers College, Columbia University, many of whom were teachers and superintendents of long experience. Thus, each idea in his book was subjected to close criticism and actual experimental test. In reading his book, one is impressed, not only by the freshness of the point of view, but by the close contact with school-room methods and conditions which the author continually shows.

* * *

Shakespeare's "Macbeth" edited by Homer B. Sprague, A. M., has been issued by Silver, Burdett & Co. Price 40 cents.

Careful and scholarly, the book shows the practised hand of the experienced teacher. It suggests more than it states. Dr. Sprague has not made "Macbeth" a study in allusions or etymology. He has omitted no helpful fact of history or word derivation, but he has contrived these facts so that they multiply rather than decrease the

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* * *

Ginn & Company have issued the "New Elementary Arithmetic" by George Wentworth, price 35 cents, and the "Complete Arithmetic" by George Wentworth and David Eugene Smith, price 60 cents.

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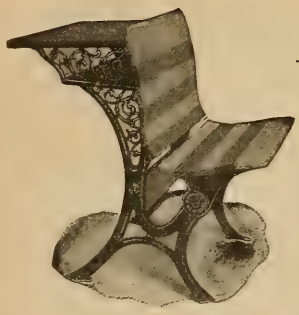

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The Western Journal of Education

February, 1910

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The Western Journal of Education

Vol. XV FEBRUARY, 1910 No. 2

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Little Talks by the Way

(Under this head Superintendent Hyatt will try to give some account of what he sees and hears and thinks in traveling about officially among the schools of California. It will deal with personal experiences, and so may look egotistic. It will be subject to frequent change of opinion, and will seem inconsistent. It is done as a free and easy means of communication between the school people of the State and the central school office. If it provokes retort or comment, that will be printed, too, provided that it be brief and interesting.)

Hint to the Wise

Every superintendent's office is in continual receipt of educational journals of every kind, sent as sample copies or complimentary subscriptions. There is a lot of good material in them and one hates to destroy them as they come in. So they accumulate, in some vast, dust covered aggregation for a year or more—until the superintendent or his successor makes a holocaust and they are no more.

This is a waste of our resources, not only of paper, ink and labor but of brains and experience. There is many a teacher in every county, out in the inaccessible districts, who would appreciate and use these journals. They would be eagerly read and would make an oasis in a weary journey.

What is a superintendent for but to know about his teachers? What better work can he do than to know where is the one here and there who needs heartening up, who would welcome and use a bundle of current educational literature?

The office generally has a decent allowance for postage—how can it better be used than in sending a package of papers away out to some lonesome little teacher who regards them as a bright spot in her life?

Don't let these things accumulate. Use them as one of the resources of your office. Send them out as fast as they come in. Perhaps the same things might be said of the flood of sample books that comes in, supplemental books, text books and the like. Many of them possibly should remain in the teachers library. But the bookmen tell me that some superintendents allow these books to accumulate awhile and then sell them to the second-hand dealers—a petty little graft that doesn't pay, after all. Better send them out where they will be in some way used.

*
* *

Sincere Compliments

My compliments to President E. C. Moore of the Southern California Teachers' Association and to President E. M. Cox of the State Teachers' Association. They gave us programs that could be **heard.** There was not a single dumb-show on either of the general programs, so far as I saw or heard. Consequently there was good order. There were no awful pandemoniums in the rear while a good and learned man worked an inaudible mouth in front—as so frequently happens in these large gatherings.

The bright particular stars of both meetings were Professor Vincent of Chicago University and Dr. Gulick, the author and health enthusiast of New York. It was a fine thing for California to have two such men brought here. It was a treat and a privilege for any California teacher to hear their messages.

Professor Vincent was a spouting volcano of words. I never heard a speaker so swift, so ready, so full, so graceful. so rich in his expression. A quick wit and a keen attention were necessary in order to follow him. He is a son of Bishop Vincent of the Methodist Church, founder of the Chautauqua idea. He appeared about forty years old and got a good deal of his early training in Chautauqua work.

Dr. Gulick was quite different, but was none the less admirable. He was not so brilliant but was more earnest. His points were playgrounds, outdoor life, sports and games as necessities for safe and efficient human life.

One Thing Needful

More and more strong appears to me the necessity for institute instructors to be skillful and experienced public speakers. Of course they should be wise and scholarly and have something to say—but that is not enough! That all goes for naught unless they can say it, say it to a big crowd, say it so every hearer cannot choose but hear. This ability comes by training and experience, not by accident.

A few days ago I listened for over and hour to an animated wind bag. He flapped his arms, he roared, he thumped his resounding chest, he told ancient jests and laughed at them immoderately himself, he tore everything to tatters, he exaggerated, he strutted, he did everything horrid that one man could do in one hour. I peeped around furtively to see how the teachers were taking it—expecting to see consternation and disapproval on every face. But would you believe it? Everybody had on a broad grin of genuine enjoyment, sitting up and taking notice, really listening! And at last the gas bag exploded, amid thunders of applause.

The moral is, what? That we should hunt for flap doodle in institute speakers? No, not that; but that we must have people at our institutes who can talk the language of the people who attend the institute, who talk it so as to be heard, who talk it so as to be interesting and attractive. A good thing presented in a dull and uninteresting way is no longer good. Interesting flap doodle may carry a better message than heavy, indigestible wisdom.

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Apportionments

In making an apportionment of school funds the superintendent often makes himself a lot of unproductive labor by running out into fractions of dollars. Even dollars is close enough. Of course this will leave a small balance in the treasury unapportioned, but what of that? Won't it keep all right till the next apportionment? Of what value is it to an individual district to get $413.17 rather than $413?

Look for short cuts in your routine, good friends, and save time and energy to spend with your children and your teachers afield. The superintendent should superintend. Leave the juggling of figures and the splitting of hairs as far as you can to the auditor, for that is his particular function.

School Architecture

Our office is now distributing a new pamphlet on School Architecture and School Improvement. It is largely original work by the architects and school people of California and is illustrated by many pictures of California schools. It has a three color cover showing the National City Mission High School. Its object is to build up a sentiment in the people of California for improving their school houses and grounds.

A new plan of distribution is being followed. A dozen copies only are sent to each superintendent, so that he may send them to schools about to build or to places where they seem especially desirable. Others will be sent out from the State office directly to superintendents or others who really want them and who will really use them.

Experience seems to show that free documents sent out for general distribution do not produce much effect. They are largely thrown away, unvalued, unappreciated. A whole edition disappears from sight, like the snow upon the river—and produces about the same result.

Therefore we are trying to send out a few copies, to make widely known the fact that it is now obtainable, and then send the handbook to those who want it bad enough to ask for it. If one is not enough interested in the matter to write a postal card, this kind of saltpeter won't save him, probably.

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Figures on Cigarette-Boys

Paul G. Ward, Principal of the Red Bluff High School, has been looking up the record of his high school boys addicted to cigarettes. The results are saddening, to say the least. He has gone into the statistics of the last eight years, and finds the following facts:

Of the whole number enrolled 46 per cent, or nearly one-half were tobacco users. Only 19 per cent of the tobacco-boys graduated from a four years' course, and half of these had to take five years for the course, finishing badly.

Of the abstainers, 41 per cent graduated, 33 per cent made high enough scholarship for recommendation to the university and 30 per cent went on to higher institutions of learning. **Not one of the tobacco-boys during the whole time graduated with scholarship high enough for recommendation to the university.**

These figures are horrid. Mr. Ward would like a few

other high school teachers who have been many years in one place to gather statistics in similar directions letting in the light on the cigarette-boys.

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Don't Forget Bird and Arbor Day

March 7th is named as Bird and Arbor Day by a law passed a year ago by the Legislature. This is not a holiday, but all public schools and educational institutions are directed to include in the work of the day some instruction as to the economic value of birds and trees and the promotion of a spirit of protection toward them. It is over a month away, but now is not too soon to begin to get ready.

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Remember Lincoln Day

There is now a law upon our statute books directing all schools in the State to observe Lincoln's Birthday, February 12th, by appropriate exercises. This year it comes on a Saturday; in this case the law prescribes that such exercises shall take place on Friday afternoon, February 11th. Last year we issued a Lincoln bulletin, to be placed in all school libraries, so that no school ought to be without some material for this use. The edition was entirely exhausted, so that none are to be had here. I wonder if we ought to send out a new one each year, as some States do?

The superintendent of Placer County advises his teachers that "a little hero worship is good for us all, if there is that in it to make us better citizens of a mighty nation."

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Later Date Wanted

All superintendents who have written about it want a somewhat later date than April 1st for the coming Annual Convention. They point out the fact that the regular election for school trustees occurs on the first and that it would be highly desirable to County Superintendents to have that with its following disputes safely out of the way before leaving for a week's convention. There seems to be reason in this, and it may be well to set Convention date at least as late as April 20th. A definite announcement will be sent out one of these days. Suggestions for program are in order.

More There Than Snow

We have a notion of Alaska as being a vast waste of frozen snow, where nothing grows, where the landscape is always white. One of my friends went to this northern appendage

IN THE "TALL GRASS" IN ALASKA

Engineer of steamer, Dr. Baker, E. P. C , Editor Printer-Journalist, Lyman King of Redlands Review.

of the United States last summer and sends me a photograph of himself and friends in the Alaskan tall grass. Show it to the geography class.

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State Text-Book Committee

(This is a standing committee of three from the State Board of Education. It has charge of all matters relating to the State Text-Books. Its Secretary is George L. Sackett. The Secretary will try to use this department to bring his work in closer touch with the teachers of the State by recording each month the details that seem to be of general interest.)

Sacramento, Cal., January 15, 1910.

Dear Friend:

The State Board of Education in the selection and adoption of State Text-Books has experienced two chief difficulties.

First, in the adoption of books that can give satisfaction for a long series of years and thus, at the same time, prove most economical in their manufacture.

Second, in the selection of a method of expert criticism of submitted texts that shall receive the general confidence and approval of school people.

Therefore, the State Text-Book Committee, acting under

the instruction of the State Board of Education, is endeavoring to get a consensus of opinions of California school people as to the best method of procedure in the criticism and selection of State Series Texts.

Will you, then, at your very earliest convenience, give us your ideas, frankly and fully, as to a rational method of procedure. We need returns not later than March 1, 1910.

Respectfully,
THE STATE TEXT-BOOK COMMITTEE.
By GEO. L. SACKETT, Secretary.

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Figures from the Statistician

(Statistics are live and vital things when we learn how to us them. Mr. Wood is the Statistician of the Department of Public Instruction. He sends out the blanks, documents and official publications, receives the reports of teachers and superintendents, makes estimates and apportionments of school moneys; and then collects and tabulates the facts and figures about all these things. He will try to present each month some points derived from his work that will be of general interest to school people.)

COMPARISON OF AVERAGE DAILY ATTENDANCE IN THE ELEMENTARY SCHOOLS FOR THE YEARS 1908 AND 1909 SHOWING GAIN AND LOSS PER COUNTY AND THE PERCENTAGE OF ATTENDANCE ON SCHOOL CENSUS

By Job Wood Jr.

The following table shows the average daily attendance for the year 1909 in the elementary schools of the several counties and the comparison with the attendance for 1908 giving gains and losses. It also shows the percentage of attendance on the school census for each county. It will be noticed that the schools show a total gain for the State of 9,749 in attendance and 12,383 on census. The gain on attendance shows .041 per cent while on census .027 per cent is shown. This is a great gain in attendance over the gain in census—nearly double.

The percentage of attendance on census is not a very definite fact as many of the children are on the census at five and cannot go to school till they are six years of age; again many children enter the high school at the age of thirteen to fourteen years and are included on the census till they are seventeen. It is safe to say that most of the children in the first two years of the high schools are on the school census. This makes a low percentage in the counties having many high schools and a large attendance in high schools and it gives a fine showing in the counties having few or no high

schools. It will be noticed that San Francisco has the lowest percentage of attendance on census. This city has made a gain in five years from 38 to 51 per cent which shows the effect of the new apportionment law. Again this city has more children attending private schools than any other city in the State, namely, 12,382, against 5,934 in Los Angeles.

COUNTIES	Average Daily Attendance. 1906	Comparison with 1908 Showing Gains and Losses Gain	Loss	Percentage of Attendance on School Census
Alameda	25,497	787		64
Alpine	41	4		61
Amador	1,235		56	71
Butte	3,239	84		75
Calaveras	1,391		36	72
Colusa	964	12		70
Contra Costa	3,800	212		74
Del Norte	399	19		80
El Dorado	976		27	76
Fresno	9,872	930		76
Glenn	824	31		78
Humboldt	4,557	28		76
Imperial	1,004	267		72
Inyo	540	69		68
Kern	2,824	289		71
Kings	2,221	602		70
Lake	787	—	—	76
Lassen	577	22		76
Los Angeles	48,670	1,024		68
Madera	870	37		72
Marin	2,432	44		69
Mariposa	408	4		71
Mendocino	2,739		17	72
Merced	1,874	132		71
Modoc	742		42	75
Mono	134		42	75
Monterey	2,638		32	70
Napa	2,035		20	73
Nevada	1,971	9		70
Orange	4,495	194		73
Placer	1,886	86		71
Plumas	459	34		78
Riverside	3,889	257		72
Sacramento	6,317	264		75
San Benito	901	28		71
San Bernardino	6,219	707		68
San Diego	5,959	456		75
San Francisco	32,858	1,263		51
San Joaquin	5,199	132		74
San Luis Obispo	2,679		61	74
San Mateo	2,855	305		63
Santa Barbara	2,836	10		65
Santa Clara	9,442	224		61
Santa Cruz	3,114	73		68
Shasta	2,285	151		79
Sierra	471		44	88
Siskiyou	2,002	63		73
Solano	2,775	112		68
Sonoma	6,084	173		75
Stanislaus	2,964	353		77
Sutter	906	44		81
Tehama	1,489	5		75
Trinity	331	18		74
Tulare	4,852	411		72
Tuolumne	318	1		73
Ventura	2,141	148		66
Yolo	1,729		46	77
Yuba	855	21		58
Totals	244,621	10,139	390	66½

Total gain	9,749
Total gain on census	12,383
Gain on census	.027%
Gain on attendance	.041%

Women in Education

Conducted by Effie B. McFadden

On the following pages will be found the toasts that were given at the banquet of the California School Women held at the Fairmont Hotel December 28, 1909.

One listening to the speakers at the banquet would be impressed with a few thoughts that seemed to be common to nearly every toast. The first one might be summed this way: The problem of teaching is not one of sex but of service to education.

With Mrs. Partridge "teacher is a common noun of common gender," and with Miss Du Brutz teaching is a "life of common effort for the common good."

Dr. Gulick would make the absence of co-operation among women a matter of sex. We have never played a team game it is true, but it is not because fundamentally we cannot. Is it not that our past experiences and training have not been along that line?

Training in basket ball has developed good team work in basket ball. It is just as likely that training in co-operation in school work will develop the ability to stand together in matters educational.

The second idea is this: Much of the responsibility of making the service effective rests with women. They must awaken to that responsibility and respond to the call for effective service.

Miss French summarizes the work of a teacher thus: "She is to unite in her one person four distinct functions—mother, homemaker, inspirer, and teacher."

The willingness of the teachers to do this is expressed in nearly every paper. "Let us arise," said Miss Du Brutz, "and solve the problems that are for none other than the women teachers." "Let us put our work," suggests Miss Sherman, "on a standing with that of the other professions, of ministry, of law, of medicine, and keep it on that high plane."

Miss Fowler urges us to "Push forward to the front of the battle to shoulder the trust; to see to it that the work is well done."

"May she decide upon her responsibilities and define them with insight, courage, and grace," adds Miss French.

And what definitely are these responsibilities? In the World's Work for November a successful teacher confesses

that "the greatest cause for a woman's hate of teaching is the suspicion that the knowledge which we so labor to impart is not worth the while." It is not worth the while if it must remain unused, if it is forgotten as soon as the school room door is closed upon it.

We are told that we women are too conservative; that we accept the Course of Study because it is laid down so by those in authority and we have nothing to do but follow it; that these things have always been taught and therefore we must follow along traditional lines and teach them; that we swallow the Course of Study whole with no thought as to how it was prepared, or how it tastes.

Is it true that we do not teach the things that concern life? Is it true that our text books contain unusuable facts? Is it true that our subject matter and methods are based on the discarded principle of mental discipline? If so, then it is a hopeful sign if one woman has openly confessed it.

Then, too, the teaching force is made up largely of women, managed largely by men. Does this secure the most effective service?

Do we have a large enough outlook, a broad enough conception of the mechanism of the educational system from the bottom up, or do we know just the methods and matters of our individual grades, complaining even in County Institute if there is no work just suited to our grades?

The Berkeley scheme has just been put forth—a scheme to reorganize the elementary schools. Is it a good one? Shall it be judged by the better service it will render to education, or in the words of one teacher: "It makes me so much more work"?

What shall be taught in the sixth, seventh, and eighth grades under this arrangement? Because I am a Third Grade teacher, is it none of my business?

The answers to any or all of these questions and a full discussion of educational problems by all teachers irrespective of sex will be welcomed in these columns.

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OUR SERVICE TO EDUCATION

By Effie B. McFadden

Since education began we have had school men. It has been comparatively only a few years, and these since education has been for the masses, that the school woman has been

with us.

When she entered the field she found the system organized and the leaders already there. On account of her lack of experience and training in this line of work, she naturally found her place as a worker, not as a leader. Under these conditions, without any special question of sex, there has developed in the United States a system of education equal in dignity, extent, and effectiveness to that of any other country.

Meantime women have gained in experience, and their training is beginning to bear fruit. Many are now stepping out to ask for leadership, recognition as it is usually expressed.

The world today by common consent recognizes three professions—that of the doctor, of the lawyer, and of the ministry.

And what is it that sets these aside—distinguishes them as it were from an ordinary business like that of the grocer or the real estate man? Is it not this? A professional man puts always service to the public before his own personal interest. It would be to the physician's advantage to keep us ill as long as he could, but one who does so is soon classed as a quack and serves only those whom ignorance or folly throws into his clutches.

A lawyer might easily use the facts disclosed to him for his own personal advantage, but to his client's loss. Such a lawyer would very soon find himself without clients.

Of the minister I need scarcely speak. We all know how in hot weather or cold, in sunshine or in storm, in sickness or health, at his own convenience or not, with little pay or none at all. his service is given to the people, without any thought of himself.

And now the teachers are asking that their work be classed among the professions. Do they put service to education before personal interests?

To the men, who have for the greatest length of time been responsible for the integrity and success of the work, and who have the broadest outlook, and the largest initiative, to them I put the question first: Have you put service to education before your own personal interests? I think they have only to look to the mad rush after best places to decide to the contrary.

We women are asking for positions of leadership and responsibility. Is it that we see where we can do a better service, or have we our eyes on the high salaries and the honor that many get?

If it is to do a better service then the best educational interests will welcome us with open arms, and an improved

service will result. If not, then we would better have stayed where we were, for with our present lack of training and experience we could hardly hope to make the service as good as it now is.

We are here tonight to talk these things over. The school woman of today—her professional duties, her civic duties, her social duties, and her ideals.

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PROFESSIONAL DUTIES OF SCHOOL WOMEN

By Mrs. Clara Martin Partridge

The very first, of course, is to speak at our banquets if the President and Committee call.

In order that what I am to say may be perfectly clear, I shall define and parse the word **Teacher.** A teacher is one who instructs; one who imparts information; one who admonishes; one who guides; one who leads. It is a **common** noun, of **common** gender. It is generally used in the third person construction, but sometimes children, and after-dinner speakers use it with the second personal pronoun. I shall use it in the common gender tonight, althought I am speaking to women only.

As I have thought over the subject I have come to the conclusion that the professional duties of a teacher are not duties of scholarship, discipline, administration, the cultivation of Arts and Crafts, the inculcation of scientific domesticity, the prevention of disease nor the advocacy of playgrounds.

All of these, together with matters of method and device, are important—vastly so—but these are only the tools with which we work. The wise teacher, like the wise carpenter and manufacturer, keeps his tools shining and sharp, and discards those which are old and worn-out for those which are new and modern. But when we have done this, we have done only what vocational common sense dictates, and, thus far, are merely attending to business.

Our business is, according to our point of view, either an occupation with which we fill idle hours—a task which is irksome and disagreeable,—a job which renders us many a pretty penny—a profession, something that makes us a little different from and a little better than other people,— or it is a sphere, that condition in which we live, move and have our being.

What teaching is to us, determines for us what one's duties are. Duty is what ought to be done, or, it is a moral obliga-

tion. It is a liability, or a responsibility. It may be for us a pagan compulsion, or, it may be a sacred covenant.

How are we to make our business, with all of its tools, a sphere and a covenant?

First, by finding the I-myself that each one of us is, and realizing to the utmost our own individuality. Then by finding out of this oneness of the self what every other individual is thus helping him to realize himself.

If we would find ourselves we must set our faces forward and raise our eyes to the light. Our feet must be placed upon life's sunny slopes, and our hands must be busied with building, not with tearing. We must seek for Truth, walk with Love, and abide with Peace.

Having done these things for the I-myself, we have found the you-yourself and so entered our kingdom, the sphere that is a covenant.

The professional duties of teachers as I see them are not easy of accomplishment. They compel consecration and sacrifice. They demand steadfastness in the face of criticism, and co-operation in spite of the selfish insinuations of jealousy. They insist upon the idealization of the social whole as well as of the individual unit. They exact unflagging effort and unreserved loyalty.

Are we teachers willing to give up our job and forsake our occupation for the sake of entering the sphere that is a covenant? Are we willing to be consecrated, steadfast and loyal?

Upon the answers to these questions, not upon sex, depends our future as educators.

I pledge the teachers—women and men—who have set their faces forward.

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CIVIC DUTIES OF SCHOOL WOMEN

By Mrs. Mary L. O'Neal

Teaching affords the best opportunity for the consideration of civic affairs.

Knowledge of past governments, their problems and how they were met, forms a part of the training of a teacher. As teachers, we are in a position to obtain a more or less accurate idea of present conditions, their disturbances and proposed remedies. Furthermore, we have in our charge those who will form the governing power of the future.

In all communities, constantly arise questions of right and wrong. As women and as teachers, what should be our at-

titude toward these questions? It is part of our training to understand these questions. It should also be a part of our training to weigh them apart from any thought of self, and not to be influenced in that consideration by personal motives. But, in the expression of these opinions, come the factors of friendship, prudence, and impartiality. Our services belong to the entire community. It would seem that in questions of purely local character, when no principle is involved, that the teacher should occupy a neutral position, certainly, not arouse opposition. Gratitude or friendship often may blind us in our valuation of actions. Moreover the insecure tenure of many positions for teachers makes it unwise even to express an opinion, to say nothing of being partisan. But, after all, there are some subjects, on which our convictions should influence public opinion. In all localities, discussion of matters regarding education, health, and morality, is widespread. Attention to these matters is imperative in the progress of civilization. In all these, teachers going beyond the bounds of professional requirements, should make use of their abilities in an extension of service, which is no more than the State has a right to expect.

What do teachers owe the community in a civic sense? Merely their professional services? No. True civic service demands of the citizen, teacher, or statesman alike, an attempt to better the conditions, the defects of which, discussion has disclosed. The State, in spending its money for education, asks in return capable people, each generation an improvement upon former generations, advancement in all uplifting movements. Who is better fitted than the teacher to judge of the proportional value of current agitation? One's first duty is to be a good helpful member of the community, a second duty should be to induce others to become good helpful citizens. We have that privilege with our work, but we should go beyond our work with children and be active promoters of what will benefit our neighborhood, and so our entire community.

Teachers are too conservative. The old is not always best, the new is not to be condemned, because it is new. Teachers should be more generally connected with public movements. Parents and club women are taking hold of, and actively carrying on movements that should start from the school. We should cut loose from our traditions, then the way will be clear for us as teachers, with our knowledge of facts, to move public opinion to settle current controversies. Agitation of

public questions continues until a settlement occurs in harmony with progress and civilization.

Most men are too busily engaged to give sufficient thought to questions affecting the needs of children. Teachers and mothers know the children better, and should not be backward in taking measures to convince voters of the needs of the child in his home, in his education, and in his play.

In communities where women vote, each woman feels a strong sense of personal responsibility. When intelligence is added to this sense of responsibility, we have the ideal situation, the true citizen. Has the fact that, in Boston, women vote for members of the Board of Education, and also serve on that Board, anything to do with the fact, that Boston has excellent schools, and a rigid enforcement of the law for Compulsory Education? See what the agitation by women has produced in the Child Labor Laws!

When we, as teachers, make our schools social centers for our neighborhood, and reach by our endeavors, not only the children, but all classes of the community in some line of interest, we shall sustain an ideal relation to the community.

Menace to a neighborhood comes from the ignorant and careless even more than from the immoral. Civic vices and civic indifference are contagious and must be overcome to preserve the health and well being of society. A teacher can be the child's guardian in a civic sense, as well as his director in mental training.

We, as teachers, need a vital, active, interest in our neighborhood, and as women, we need a more intimate personal acquaintance with our surroundings, to make a more thoughtful use of our opportunities, and thus realize high civic ideals.

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SOCIAL DUTIES OF SCHOOL WOMEN

By Ednah A. Rich

The professional, and the civic duties of school women, have been so well told that you know what is expected of you as "workers," and now comes the chance to tell you that life should have a social side if you are to find your kingdom. We all know that "there is work that is work, and work that is play, and in one of these lies happiness."

Suppose then, we look for happiness in the social duties of women teachers, knowing that they are as much a part of our province as the more profound occupations just men-

tioned. Social duties are always present if we think of the word "social" in the larger sense, and give to the pupils, and to our co-workers the interest and courtesies we are so glad to extend to the stranger within our gates.

We are prone to think of social, as meaning society with a capital "S", but therein lies our misconception of the significance of the term. Fortunately teachers are learning that in order to keep in touch with the world about them, they must have a part in the life of the little world in which they live, in order to grow to larger things. Only by right social intercourse are the "corners rounded," and the teachers fitted to have the best influence in the lives of their pupils.

The club memberships; the various societies to which one may belong; the mingling at "afternoon teas" with workers in other fields—for after all is said everybody is a "worker"—going to good concerts and to plays; attending such functions as this delightful banquet—all tend to keep the teacher out of the dangerous "rut" which is always in the way of the conscientious woman, whose work is all absorbing.

Progress is measured relatively, and those who are following the best thought of the time, and keeping in touch with the people, who with the highest standards, are doing real things, are, through their social duties, growing into a larger vision. Young people, teachers or pupils—need to learn the great lesson of choice, in their friendships and to acquire standards on which to base their judgment in selection. They must not then become matinee and dancing or card-party devotees, nor waste summers in dawdling, nor the precious winter hours in trying to keep up a large calling acquaintance. There is a chance for so much more, a chance to be a factor in the school life of course, but also to be identified with the social interests that count for the greatest good in the community.

Life need not be gay, to be full of social pleasure, but it must be true and purposeful else how could such a gathering as this come together and carry away a remembrance, each of the other, by some token or word of common interest.

I am grateful for the kind introductions of your honored President, and the clever Toast-mistress, and glad indeed to be your guest because I represent a position of trust in the educational world—membership in the State Board of Education. I trust that I shall be guided to do my part faithfully, and well, with enough time in the midst of my busy life to conserve the social duties of a Woman Teacher.

In closing I wish to propose to all of you a toast to which I add my heartiest congratulations to your President, who has had so great a part in bringing this Federation into being:

"Here's to the neatest one,
Here's to the sweetest one,
Here's to the best one of all,
(Your President)
Here's to the nicest one,
Here's to the brightest one,
Here's to you—all in one,
Here's to the Federation of Woman's Clubs."

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TEACHERS' IDEALS

By Mrs. Arthur Washburn

In everybody's life and in everybody's work there should come and I believe there do come, if he does his duty, moments when he may rejoice and say **how good!** Climaxes of satisfaction." When the minister has raised the church debt, when the doctor has cured his patient, when the lawyer has won his case, when the farmer buttons within his worn coat a fine fat check for his prunes, when the milliner or the dressmaker hangs away the creation of her skillful hand and brain, such moments come. Now when do they come to the teacher? We can never finish off a pupil and hang him away for inspection and admiration. Nor does she feel any **climax of satisfaction** when she draws her monthly salary. Her satisfaction must come in giving the service for which no money can pay. She cannot see to the close, and at any moment of her work the gap is always so great between what she is doing and what she longs to do, between the real and the ideal,—that there is little room for satisfaction. A noble discontent is ever her portion. If therefore they come to her at all, these "climaxes of satisfaction," I think they must come on occasions like this, when she contemplates in sympathetic fellowship with her sister-teachers the glowing ideals of her chosen work, and feels that her calling is high and her work ennobling to the sphere in which she moves.

Our ideals, what are they? An ideal is an idea to be realized, and we are ever in a state of **becoming** because we have ideals. Our ideals are our mental conceptions of what is most desirable; they are our standards of perfection. Education is never in a high sense practical unless, as some one has said, it has in it and around it an ideal. The magnitude of our work—the training of boys and girls for thorough and respon-

sible and unselfish work in the world, the "making moral character efficient through mental training,"—what does it not demand of faith, of energy, of courage, of enthusiasm? Without a passionate pursuit of these high ideals, we can scarcely hope to throw into our work that eager sacrifice of love which must enter into the making of a great teacher.

The ideals of the teacher are pretty much like the ideals of other human beings—only they have the double force of ideals for her own life and for the lives in her charge. We long for beauty in our lives and reach out toward the vision. We long for enthusiasm—that enthusiasm which is contagious and will kindle enthusiasm for learning in dormant minds. We strive to keep ourselves young in spirit. We desire to be refined, tactful, and pure in heart. Teachers without these qualities have no power to win. Success comes through power, and power comes through training, the threefold training of body, mind, and heart.

Our next fundamental ideals therefore must be ideals that concern health and the active powers of body, scholarship, and character. In Robert Browning's "A Death in the Desert" is to be found this summarizing line:

"What Does, What Knows, What Is, three souls, one man."

Along these three lines must we grow, and along these three lines must we strive to develop our pupils. And just as spiritual power transcends all physical and mental development, so the training and rectifying of the What Is should transcend all the other aims of education. The What Does and the What Knows must be trained but in the interests of the What Is, as notably in the cases of Dr. Grenfell and Ex-President Roosevelt.

On the part of the student the What Does is receiving undue emphasis when the chief and often the only ambition of the entering freshman is to make a place on the football team. Health and a well-trained body are great desiderata and should be included in the ideals of every human being, but should not be pursued at the expense of his soul. The What Knows, too, within the last quarter of a century has been receiving a disproportionate emphasis. Research and investigation have taken the place to a great extent of the old-fashioned cultural ideals. The old injunction, "Be a good man," is changed to the more modern watchword, "Be an investigator," "Be a Captain of Industry," "Produce, produce." The things of character are in danger of being sacrificed to the scientific and the money-making spirit. The What Knows reasonably

presses a claim for scholarship. The ideal teacher is a student and keeps abreast of the best thought of the age. By no means would I present her as necessarily brilliant. She need not bestride a hobby; she need not pose, nor need she possess the slightest desire to shine. Like the best teachers we have known let her be endowed with the gift of humor, the gift of speech and the still rarer gift of listening. Let her know her subject thoroughly and keep adding to her knowledge. I would have her "an admirable scholar with perfect mental independence."

But character is above this intellectual sway. A teacher's power lies more in what she is than in what she teaches. As the disciples of the greatest teacher felt their hearts burn within them in their walk to Emmaus, so the student feels the life of the great, noble and sympathetic teacher. Glancing over the lives and the work of the great teachers we have known, the beacon lights of all school-women, the Mary Lyons, the Catherine Beechers, the Annie Marie Sullivans, the Catherine Merrills, the Alice Freeman Palmers, what principally strikes us is the predominance of the What Is, of the things of character over the things of intellect. They thought clearly, to be sure; they were women of intellectual powers, but they loved everybody sincerely; they acted in everything with the highest motives, and they trusted God unhesitatingly. Thus do their lives give emphasis to the great ideals of love and obedience, and we feel that their work was stimulated and informed by ideals of character and service: **continuous growth,** the ideal teacher must keep on growing; **individuality,** whatever any one says or does, she must be emerald and keep her color; **conscious fellowship with God,** for this is the foundation of every strong life, she must be a fellow-worker with God; and finally, **love of humankind.** The law of life is love and the great lesson of the Perfect Teacher is that the law of love is service, "Love **is** fellow-service." Like her Master she must go about doing good, until through loyalty to all these ideals, through an unswerving fealty to that which is above her, she sheds, like a star in its steady shining, a radiance on all about her, which will beget radiance in awakening souls, in increasing light, and hope and joy, as barriers are swept away and imprisoned souls set free, and her radiance will be the product not of ignorance but of a deep, deep insight into things human and divine.

ANNEXATION

By Elizabeth M. Sherman

Not "He who runs," but "She who eats," may read that the greeting I bring to you, the schoolwomen of the State of California, is from the teachers of Oakland. For days, weeks and months, the press and the public at large have had but a common thought, voiced by the cry of Annexation.

What wonder then, if that word rings in my ears and I try to catch from its notes a lesson for us.

First and foremost annexation is not a standing still, but it is a growth, and to grow, we must take to ourselves, must annex the many good things, mental, physical and spiritual, that touch us on all sides.

As Robert Browning writes:

"The common problem, yours, mine, everyone's.
Is—not to fancy what were fair in life.
Provided it could be—but, finding first.
What may be, then find how to make it fair.
Up to our means."

So the problem for us teachers tonight is that of Annexation; what to add to, what to take, that we may make our work "fair, up to our means."

A then stands for **Ambition,** the ambition that will put our work, in the eyes of the public, on a standing with that of the other professions, of law, of medicine; to put it, and to keep it there, on the higher plane.

N rings a negative tone,—narrowness, which rut in the highway we must avoid, stepping up to the great, level stretches of breadth and light. To do this, we must not follow the next letter by napping. We are a bit inclined to do this, for by three o'clock we are a pretty tired body of people, both literally and figuratively, and too inclined to nap it at home, rather than to push out, wideawake, into the world's paths for play and pleasure.

E is for equality: Equal pay for equal work.

X is ever the unknown quantity, for we cannot realize the good things it can represent if we women stand together, "lifting better up to best."

A is a whole Christmas bundle full of lessons for us, and out they tumble, as we undo the bright red ribbons. **Army,** surely, because for some years we have heard the awful sentence like a clarion blast, "Our boys are being feminized by the army of women teachers." This calls for no apology from

us, for while we know and appreciate the value of a man's influence, the work done by us, the mothers of the race, is worth its weight in gold. But we must not listen to this charge with apathy or acrimony. It must spur us on, to put more life into our work, to labor, without bitterness for our cause, to speak with authority, as to the place we hold among the world's workers.

T is for teachers; and what does that mean, save a strengthening of the Schoolwomen's Clubs, more of them—greater activity, and days full of usefulness.

I is a personal pronoun, and its lesson comes from the inmost recesses of the heart, for only by the help of the indwelling God, do we have power with peace, "to labor and to wait."

O is for optimism and it rings the clear note of onward.

"Ring out the old,
Ring in the new."

With our last letter, **N**, in the words of our poet, Longfellow:

"Not enjoyment and not sorrow,
Is our destined end or way;
But to act, that each tomorrow,
Find us farther, than today."

* * *

THE TEACHER AT THE CENTER OF THINGS

By Frances Du Brutz

This great gathering of women interested in the cause of education fortells the future of the woman teacher. It bespeaks an awakening, an uplifting influence in the State. It is the beginning of united effort with no other purpose than the rounded development of the woman teacher, and the profession for which she so valiantly labors.

Have you ever considered how the teaching body in your city is regarded generally by the people of it? Does it not dwell in a little sphere of its own, because those composing it are deemed a little different from the ordinary folk? The teacher strives for the loftiest and hopes for the best, but how often is she called upon to partake in action intended for the betterment of the community? How often is she sought to head the educational problems of her city—even though her experience in that line would greatly aid the enterprise? Do not even the children consider her—an habitue of the school room?

If your opinions agree with mine, do you not rejoice that the time has now come when the woman teacher is breaking away from these confines, and entering with all sincerity into the full life of common effort for the common good? Why should not the teacher be the center of activity from which the broadening ideas, and good convictions emanate? Surely, advanced ideas are not lacking; they are every day and every where advanced by individuals, but their convictions fail to bear fruits because the teacher fails to realize her own powers and responsibilities. Friends, let us arise and solve the problems our profession places at our feet, which are to be met by none other than the woman teacher.

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THE TEACHER IN 1910

By Isabel French

The teacher in 1910 is an unknown quantity to us; till the veil of the Future is lifted, neither you nor I can know much about her.

To prophesy her place from that of woman, in the Past, we know that in earliest history woman achieved importance in human living when to her was given the care of the child, the hope of the race. With the name of mother is linked her first responsibility.

While fulfilling this first duty she developed her second—that of home maker, and laid the foundation of all the domestic arts in providing comforts for her children.

About the time of the Middle Ages it was discovered that man must have an inspiration for his doughty deeds. Women must be the standard for social purity and religious fervor—the lady, modest and beautiful, was the third phase of woman's development.

When education became a necessity for the masses, in later days, no one had the patience to drive the "three R's" into little heads except women. My friends, with that we arrive at woman's fourth privilege—to be a teacher.

And now a strange phenomenon even is seen. The ethical instruction in the home ceases; to the school is relegated training in morals and manners. The teacher adds to her "three R's" the task of high inspiration. No longer are home industries pursued. The teacher must show children how to cook and sew. To her other cares is added manual training. Now, we hear that she is to be responsible for eyes, ears, and

general physical well being. What does this mean but that she is to unite in her one person four distinct functions of woman, mother, home maker, inspirer and teacher. Perhaps she can do it.

Here I am reminded of a foolish little story. A lady had a fluffy little dog—one of those beautiful creatures that is at once the pride and joy of the household. It disappeared for a day, and was brought back wet and shivering by a little colored boy, who, when asked by the rejoicing owner where it had been found, replied: "Lor', ma'am, I done found it a little way down the street. A colored gentleman done tied him on a pole, and was usin' him for a mop to wash winders!"

Now washing windows is essential work—it lets in light. School teaching is also essential work—it, too, lets in light. But if you use the same dog for both I am not sure it will last long!

My friends—I toast the teacher of 1910—may she decide upon her responsibilities and define them with insight, courage and grace!

* * *

THE SUNNY SIDE OF TEACHING

By Pauline Hart

When I look around this pleasant company, their faces lit up with the exhilaration of social intercourse, mental refreshment, the wearing of pretty gowns and gustatory enjoyment, I think of the old old saw, "What an easy time school teachers have." How often we hear it—your dearest friend says it—so does mine—Mr. Business Man struggling desperately to keep on top—Madam Lady of Leisure with her thousand calls of society and club, each has a firm conviction that the work of the teacher is play.

We people who are on the inside believe most sincerely that there is no strain equal to the nerve-trying occupation of teaching, a strain that so often results in physical wreckage even among women in their prime.

But while so believing we must not forget that there is a sunny side to teaching—unique—different,—that other vocations are without. That side is the daily association with the sweetness and freshness of childhood—an association that keeps the heart young and the nature buoyant—long after time has commenced to carve its lines, and whiten the hair.

For childhood is always interesting, always engaging, frequently deliciously funny, and delightfully unconscious when

a doting mother has not ruthlessly torn away that precious possession.

What teacher has not her quota of funny child stories to tell, and could the great outside world listen to the chat of teachers at the recreation hour, they would often hear, mingled with the gossip of theatre or the latest book, the exploits and funny doings of Sammy or Johnny, frequently told with almost maternal pride.

And why not—what is more interesting in this world than the study of human nature, even though it be on a miniature scale. We have them all with us—day in and day out—the little men and women showing their bigness and their littleness as clearly as their elders, and what a mimic world it is?

There is the ruthless young pugilist who always delights in a fight. and will flatten his playmate's nose any time as mercilessly as any Jeffries and within the hour will tenderly pick up a baby sister—wipe her moist little nose—upside down to be sure—and guide her steps to a safe harbor.

There is the unconscious betrayer of family secrets, who tells his teacher, in the pauses of instruction in the baby class —in a high staccato voice, that, "Dad's boss has fired him, and mamma told him last night it was too much whisky." There is the reckless young rebel, the breaker of all rules, who, when in temporary authority himself, is the sternest of disciplinarians, and brooks nothing but absolute obedience.

One such remarked succinctly of his charge, "Dey can't talk back to me, if dey's fifty years old." And we find many a Chesterfield under a ragged coat in our school life.

I met one of these—a small urchin of six with patches on knee and elbow, carrying an umbrella as large as himself, who joined me as I left school a few days ago. Raising his hat and using the only conventional salutation in his vocabulary —although it was the late end of a rainy winter afternoon, he said. "Good morning, Miss Hart." He walked with me for two blocks, and discoursed fluently, I endearing myself to his masculine heart by playing the role of listener. When we parted. he offered me his umbrella—it had two broken ribs, and was minus a handle. But he had a gentlemanly feeling that he would like to do something for his tall friend, and so he offered her the thing of which he was most proud.

Then there are funny happenings that occur when Cupid—as he so often does—sharpens his arrows somewhat prematurely. A tiny couple in their second year of school life had managed to make their mutual affection known in the

schoolroom—in the pauses of phonograms and phonetics. At recess time the youthful Pyramus on one side of the fence, managed to slip a red red rose through a knot hole to the palpitating Thisbe on the other side. The culprits were discovered and dragged in ignominy to that awful tribunal known as the "office" where the principal waited to administer justice. "How long has this been going on?" he demanded in thunderous tones. "Its been going on a long time," stuttered the tiny coquette, "but its never been so bad before."

The sociologists give alarming statistics on the decrease of marriage, and we have to admit with mournful shakings of the head, that in the teaching force, the percentage of matrimony is low enough to make any young pedagogical neophite pause on the threshold of her career.

But the husbandless teacher has compensations that the celibates of other vocations are without, living as she does in a child-world surrounded by perpetual youth. Yes—that is the sunny side of teaching—that wonderful world of childhood with its bright eyes, and bubbling laughter and eager enjoyment of the trifles of life—that world where the heart stays young in spite of perplexities and worries.

For you **are** young—all of you—you will **stay** young, **young** because you have chosen the path of teaching—thorny and difficult many times—but brightened all the way by the sweetest flowers of life—childhood and happy youth.

* * *

A WORD OF ENCOURAGEMENT

By Miss Laura T. Fowler

I answer your call willingly, for after almost fifty years continuous service in the public schools of California, I would be false to every sentiment of professional honor did I not say, I am glad to be here tonight, to share in this fraternal welcome to you, coming as you do from the Sierras to the sea.

Since I am unprepared to make a speech, I will refer briefly, to the early days of our schools, and I am led to do so by the paper just read by the lady from Oakland on "Annexation," reminding her and you, that, while Oakland is now competing with the great cities of the world for size, I can recall the time when she was a mere hamlet at the foot of Broadway, with a dozen or so of shack houses, with miles of sand-dunes and oak trees galore. And how we teachers rushed to catch the out-going stage from the little town to our

outside schools, but were forced by the receding tide to stay on the mud-flats for its return at midnight. Compare that with the splendid ferry service of today.

So, I might entertain you by the hour with the episodes of those early days, going to show the growth and development of our beautiful State. So, too, I recall the fact of being one of five women teachers to meet in the old Courthouse of San Leandro, in a room about ten by twelve, and there discussed, with all the skill and importance of school teachers, the living topics of the day, chief of which was phonetic spelling. Then we adjourned to meet again one year from date, February, 1864, in the town of Alvarado. On that occasion nine teachers answered the roll, and I read the first paper of the day, choosing for my topic, "The Perceptive Faculties of Childhood." It was my misfortune, for it was scored by all of my compeers with the unmeasured criticism, "She is twenty years ahead of her time." And so it was. I have waited all of the years to catch up with my own subject, for the perceptive faculties form the basis of all the fads and methods of modern school work today.

None the less marvelous has been the expansion of this town, with its crooked high-ways reaching out to the sea and the hills beyond. Let me tell you that the day is coming, when Rome on her seven hills will stand in the shadow of San Francisco on her twenty hills.

But why picture the future since it will shape itself largely from what we do now. Revert to the past for a moment, to the thousands of children who have already passed through our schools to become the men and women of California: each one bearing on his life and character some touch of influence from us be it good or evil. And as we pass on, and you push forward to the front of the battle, to shoulder the trust, and to take from our hands the great work of shaping the citizenship of this State, I beg of you to be loyal to the trust. I beg of you, by all that is sacred in life, see to it that the work shall be well done.

* * *

The school garden is not so much an institution intended to beautify the school premises as it is an experiment station where the children can learn principles to apply to the improvement of the back yards of their own homes. It is through these that we hope to make beauty spots where now exist only dreary wastes and rubbish heaps.—C. H. Morss, Portland, Me.

VISITING SCHOOLS IN THE PHILIPPINES

By W. G. Hartranft

I have just spent more than a month of delightful experience visiting the schools among the Provinces on the Island of Luzon. It would take a book to tell you all, but I shall try to select a few incidents that may be interesting to some of your readers. California should certainly be interested in education in the Philippine Islands. The Director of Education for the Islands, Dr. David P. Barrows, is a thorough Californian, and proud of it. He is a graduate of Pomona College, later of University of California, and took a post-graduate course finally at Columbia and Chicago. He is a big-level-headed, broad-cultured man of the world. He has certainly left his impression here. He is much loved, not only by the people with whom he comes directly in contact within the educational bureau, but by the public at large. I attended a farewell banquet given him by the Department of Education. A man has not lived in vain who has all the kind things said to him publicly that were said at this banquet. Mrs. Barrows has worked shoulder to shoulder with him for a number of years, and shares with him this affection. California is particularly interested too, because before he resigned his position here he had accepted a Chair in the Educational Department of the University at Berkeley. California again should be proud of him because during his administration there has been no taint or scandal or breath of suspicion that affairs were not honestly administered. Some have differed with him as to policy, but there is no difference in opinion as to his ability, courage and honesty. He has indomitable energy and has traveled from one end of these Islands to the other, enduring all the hardships necessary in frontier travel, to uplift this race. When one travels as I have for a month in the country, he wonders how so much could have been accomplished, and system and order brought out of chaos that formerly existed.

The Second Director of Education, Mr. Frank L. White, has had direct charge of the teaching force for the past seven years.

The First Assistant Director of Education, Mr. Gilbert N. Brink, is also a Californian, a graduate of Pomona, and later of the University of California. He has enough energy to run a pile driver. He is an optimist for the Filipino citizen. Not long ago I dropped into his office. He told me he was

preparing to take a trip through some of the Provinces and invited me to go along,—I snapped at the invitation as a trout does at a fly. I had seen enough here to realize that when one sees only Manila as I did last year, he has not seen the Philippine Islands. The manner of living of the natives in the far away Provinces has not been changed in centuries. As you travel the roads, ford the rivers, and look about the village streets you sometimes awake with a start and wonder if you are not living in the mediaeval ages. One bright sunny morning we waited at the little village of Santa Ana for the appearance of the little steamer which was to convey us up the Pasig River and across Lake Laguna. There are no landing places and we made our way to the center of the stream to meet the steamer in a little dug-out, with outriggers on the side to keep the craft from upsetting. These boats however are not intended for 215-pound Americans, and I floundered out of that banca on to the steamer much as a hippopotamus might have done. I was soon interested in studying the types of natives on board. There are no such institutions as hotels among the natives. Therefore, all who travel carry with them their food, or buy it here and there from peddlers. At lunch time, Superintendent Brink asked me if I would not like to buy some eggs which I saw being sold by the natives. This is a choice article of food among the natives. I found these eggs are kept until they are within a day or two of hatching before they are placed on the market. The native opens the end of the egg, and eats the contents in its ripe condition. I ate no eggs.

The scenery along the banks of this Pasig River is very beautiful,—clumps of bamboo line the banks and it is the most graceful tree that grows in the Islands. Back of it, among the hills, is the beautiful pampas grass. After riding for half a day over a broad shallow expanse of water, Lake Laguna, we reached our destination, Pagsanjan. This is one of the most beautiful spots in the Islands and people go here much as we go to Yosemite in California. We soon had the little bancas engaged, each propelled by two little baqueros, and started on our way up the river to the beautiful falls. It was a dreamy Sunday morning, and the impression left by this ride will remain with me for some time. The banks of the stream were covered for miles with cocoanut groves, bearing, and cocoanut rafts could be seen ready for shipment to Manila. Here and there on the banks could be seen the native women at their washing. The river soon narrowed into a gorge, in many places not more than two or three rods wide,

with precipitous sides two to three hundred feet high. The river was shallow and our banqueros had to step out and pull the bancas over the shallows. Beautifully colored birds could be seen on the wing, and the Iguana, a large lizard, could be seen frequently asleep on the rocks. The Falls are about 200 feet high and are worth the effort to get a picture of them. The return is easier, but more dangerous, than the ascent, and in shooting one of these narrow swift rapids the banquero who steered lost his head, the banca struck a rock and immediately we were all in the water. Fortunately I had lashed my camera to the banca, but it was thoroughly wet and some of the films were ruined.

INTERIOR OF FILIPINO SCHOOL.

The next morning we started out bright and early from the little village of Paete to do my first visiting of the barrio school. Perhaps a word or two regarding the system of education here would be well. Aside from the Director of Education, the first and second assistant, there is a Division Superintendent, always an American, who has charge of the work in the Province. This office compares with our County Superintendent at home. He, however, is appointed by the Director of Education. Under him are several supervising American teachers. A supervising teacher usually has charge of a number of small towns called barrios. He usually has from twenty to fifty teachers in his charge. These teachers, outside of the Provincial schools, are mostly Filipinos, some few of whom have been equipped in the American educational institutions. A few more have attended school in the High

School or the Normal in Manila, but the great mass of the Filipino teachers have really had no training. I frequently met teachers of seventeen or eighteen years of age, who had been engaged as public school teachers for seven or eight years. This is the weakest part of the educational system in the Philippines, but it must be done at present because of lack of funds. The native teacher is frequently paid six, eight, or ten pesos per month. A peso here is equivalent to fifty cents of our money. Many of the teachers earn merely enough to buy their food, not enough to buy clothes. One janitor where we visited was getting three pesos a month. He struck for a higher salary which was refused. He really was not earning the $1.50 which he did receive. We rode for a number of days in carromatas,—a two-wheeled cart, covered, with three diminutive native ponies drawing us. The native pony here is about equal in size to the yearling colt at home, but his ability to stand rough usage and hard knocks, is in inverse proportion to his size. I have ridden one of these ponies from early morning until late at night, and still found some ginger left in him. The rocky road to Dublin was nothing compared to some of the roads over which we traveled in these carts. After visiting the coast towns, we decided to go by horseback into the mountain districts, cargadores carrying our baggage, slung to bamboo poles. The roads were so bad that frequently the cargadors waited for us to overtake them. We frequently met natives coming to the villages or barrios on market days. They usually came with a caribao attached to a sled, and the roads in many cases had been utilized so long that they were cut six feet deep into mother earth. The natives of the villages are always very proud of having a visit from the Director of Education. At Cabinta we had just visited the barrio school, and were about to start on our way when a native approached and asked Mr. Brink to go out of our way several miles to visit his son, a teacher, of whom he was very proud. He offered to lead us there,—I shall remember the pleasure he expressed when we consented to make this trip. There we found a missionary as well as a teacher. His village was as clean as though it had been swept with a broom. No pigs or goats were running in the market place. It stood out in the Philippines like a candle in the darkness. I asked him how he did it,—he said he called his people together about twice a month, and talked to them about cleanliness. Outside of two or three large cities in the Philippines, there is no such thing as sewerage. Pigs and dogs are

the scavengers, and the wonder is that any of the natives are alive.

We finished our visit at this place a little before sunset and were to make our way over an unknown path over the hills to a little place called Luisiana. A young man offered to be our guide to the next village. Distance is not measured among the natives in miles,—ask a native how far it is to another place and it is always "Very far" or "Not very far." The nearest he can come to actual measurement is, the number of cigarettes he smokes while going there. Our first guide said it was two hours to Luisiana,—we rode an hour through beautiful cocoanut groves, and rice fields, then got

ASST. DIRECTOR BRINK AND A QUILEZ PULLED BY TROTTING BULL.

another guide who said it was still two hours to Luisiana. We rode another hour in the moonlight, climbed a mountain, and saw a scene which I shall never forget. The moon was riding high with so bright a light that one could almost read by it. It shone down over fields of the abaca plant, from which the natives get hemp, hundreds of acres of cocoanuts, and more is the pity thousands of acres of splendid land, untouched by the native, on which nothing now grows but pampas grass higher than our heads when we were on horseback. We finally reached another village, got another guide and found it still two hours from Luisiana. It was a consolation to think we were holding our own at least. Upon our arrival, we needed grass for our horses, but we found no native who was willing to cut grass at any price after dark. In the country, it is a dare-devil indeed who will step outside of his house alone at night. They close all their doors and windows.

The night spirits may enter and kill them. Doesn't this remind you of the dark ages? The next day over mountain trails, again, we went through tall pampas grass, past the rice fields where the natives were found knee deep in mud at work. The most interesting scene passed this day was the Mahahay Falls. Up close to the edge of the mountains, this beautiful waterfall is very rarely seen by any one. I asked natives who lived only four to six miles away how many had seen it. Some hardly knew of its existence. The average native has no desire for travel. If he has rice three times a day, and a rooster, he is happy. Nature has been too kind to these people. The climate is too good to them. When hungry they can shake a banana or cocoanut tree, and down falls their dinner. Why should the American disturb them, giving them wants and desires which they know not of now, and will have to labor hard to supply when they do find them out.

At Los Banos is a splendid resort, natural hot water flowing in a good, strong stream, plenty of it,—so hot that you cannot touch it. It is destined to be the great health resort of the Islands.

Next day we found a live school at Calamba, the birth place of Jose Rizal, the patriot and martyr of the Islands. His picture hangs in most of the homes, an object of loving remembrance.

Our next trip was a very interesting one to the north provinces in the Islands. We left on a little steamer sailing out of Manila Bay, passing Corregidor Island just at sunset. If one has poetry in his soul, he could write it here, for the evenings in the Philippines are as beautiful as in any place in the world, and when you have added to this the sunset over the tropical vegetation, and the mountains of Zambales, the conditions are just right. The water when we started was as calm as a millpond, but the China Sea has a reputation to sustain, for boisterous water, and she showed us the best she could do this time. We sailed all night and in the morning was in the Provincial capital, San Fernando, of the Province of Union. They have no wharves on the coast of the Islands. The China Sea does not permit this, and passengers and freight are taken into large boats called virrey, which are propelled to shore by many hands with oars. San Fernando is a beautiful old place. The Spaniards many years ago had planted trees shading the streets, and it is now one of the choice spots on the Islands. We visited the schools here, saw a literary society in full blast. I notice this difference in

comparing the work of the literary society to the one in America in the public schools. The Filipino student seems to be able to come before his audience almost without fear. If he has a little address to make, even if he is not prepared, it does not phase him,—he will do his best and let it go at that, while the American boy would be deeply humiliated.

Soon after leaving this place, the barometer commenced to go down, and the wind to come up. It looked somewhat like a storm and our captain headed for the nearest little harbor. He telegraphed to Manila and found that a typhoon was headed our way. I have been on the outer edge of a typhoon several times, but this time we were to realize what

A ROAD SURFACED WITH GENUINE CORAL AND MAN WITH UMBRELLA COAT.

it meant to be in the vortex. For two days we lay in this harbor at the mercy of wind and wave. There was a reef hedging us in from the rollers which poured in from the China Sea. The wind at times blew 150 or more miles per hour. The first day our vessel stood it pretty well, but the few hours when we were in the center of the storm will long be remembered by those on board. We had two anchors out to windward and our vessel under full steam,—yet with all this power we constantly drifted closer and closer to shore, and when the storm was over, we were only twice the length of the boat off shore. At one time during the storm, we thought we might be able to make shore in the life boat. We tried it, but found the combination of the wind and waves was too much for us, and we were glad to get back to the ship. The wind swept the water out of the bay in sheets and dashed it over

the ship. There was so much water in the air at times you could not see a distance of ten feet. After two days of this we were quite ready to appreciate land.

Upon going ashore, it was pitiful to see the devastation caused by this storm. The banana plants of this region were whipped to shreds,—the rice fields were beaten down and much of the rice destroyed. In some cities, 60 per cent of the frail native houses built of bamboo and covered only with grass were destroyed. Most of the school houses were demolished. Upon reaching the house of the American supervisor in this district, we found him seated in a room, looking up through a roofless house at the sky.

Here we began our travels starting out in a quilez,—a quilez is a two-wheeled cart with seats for two, who sit facing each other, in seats running parallel with the "motive power." In this case our motive power was a bull,—in the States we would consider this very slow, but these trotting bulls of the Philippines travel nearly as rapidly as the horses. The roads of this Province were very good, being surfaced with coral taken from the beach. You have heard of the coral strand,—well we had it here in plenty. One feels again that he is riding in the middle ages. The natives lift the hat and bow when the Americano comes along,—they look upon him as somewhat of a superior being. The women do most of the work, and hundreds of them are seen along the roads bearing burdens upon their heads, sometimes a weight of 150 pounds. They sometimes carry four jars of water, one above the other at a time, without spilling a drop.

This long plain west of the mountain range is only four or five miles in width and is the most thickly settled part of the Islands. Rice is the principal production, but now and then one finds a cocoanut grove. It is a great relief to the tired, thirsty traveler, for by breaking open a nut he finds water that is pure and cool. After about three days' ride, we reached Lowag, a city of about 65,000 inhabitants. The port of this city is more than twenty miles away, and all freight that is shipped to or from this place has to be carried to it in bull carts.

We found cholera and two Americans stationed here to fight the dread disease. It is very difficult to secure the co-operation of the natives to fight any disease. They say, "If God Calls you, it is your time to go, and none of these preventatives will do any good." They do not fear death, as other races do. A funeral is a time for jubilation, and pictures are frequently taken of the corpse and the mourners, framed

and hung up in the house. Just to make us realize we were traveling in the dark ages again, we saw about four processions nightly conducted to San Roque, the patron Saint of cholera. A noisy drum led the procession which was followed by holders of transparent banners of the cross and other sacred relics, and a mournful chant, half song and half wail, went up from each procession. They spend much effort on these processions, which if more wisely spent on cleaning the premises and cooking food properly, would soon clean the cholera out of the city.

It is the custom of each of the cities to give a reception and a ball at which the Director of Education meets the people. A Philippine ball is a very stately and dignified affair. They dance the rigodon and the cassiodorus much as I presume our ancestors danced the stately minuet. This is followed by the two step and the American waltz.

I must take the opportunity here to describe a native home. A beauty contest is on in the Islands. The one selected to represent a northern province was present at the ball. She did look rather pretty in her native costume, and I expressed a desire to visit her home, to one of my friends. The next day when we called, we found her home to be about twelve feet square, with a floor of split bamboo, only two chairs, and not a table in the house. The eating was all done from a common dish while squatting upon the floor. There were two rooms in the house,—in one of them sat upon the floor a grandmother of our hostess, blind and deaf. She had sat there for more than 50 years and is now said to be 124 years old. Just think of it! This woman was a little girl when Washington was President. A trait that one notices among the Filipinos, is the hunger for pictures. The houses of most of the people in the Provinces are absolutely barren of any adornment. Upon the walls one will find pasted the cheapest prints. They even go to the extent of cutting out costumes from the Delineator or some such magazine.

When one travels for several weeks noting the poverty of their lives in every way, he is apt to become pessimistic as regards their future, but again when he knows the struggles that some of them are making to keep their children in school and to give them a better chance in life, when he stands in front of an audience of four or five hundred of these young men and women and realizes the struggle they are making, that many of them as they sit there are hungry, that they study hard and are serious in their desires to help their country,

and realizing this one grows optimistic again. They told us that 50 per cent of the people in these Provinces do not have enough to eat. They live only upon rice and cannot get enough of that.

They do not look to the future. One would think after starving one year, they would surely plant enough rice for the next year, but it seems they do not learn from their hardships. Many Shylocks, most of them natives, sell rice during these times of privation under contract in which the native agrees to return three times as much when the crops are harvested. Another trait that one simply cannot forgive in the Malay is their cruelty to animals and their lack of pity for each other. If they have a sense of humor, I have not observed it. I have not heard a good, hearty laugh from a native since I came to the Islands.

At one little barrio, we ordered a chicken for lunch. One native seized the bird by the feet, another by the head, and with a dull bolo slowly sawed the neck in two. It must have taken a full minute to get the bird's head off, yet the face of each native was as placid as if he were cutting off a head of cabbage. If a goat is to be killed, its feet are tied, and with a dull knife a native cuts a little way into the neck, allows it to bleed, then cuts some more, and then some more, until finally life is extinct. Has the rule of the Spaniard for several hundred years been responsible for the lack of pity in the heart of the native? If the American does nothing else for a hundred years but teach the natives to have charity for each other, and pity for the dumb brute, his work will have been worth while.

The manner of harvesting the crops will illustrate what slight progress has been made in hundreds of years. Rice is still planted a stalk at a time, and when harvesting comes each person goes into the field with a knife, deliberately selects and cuts a head at a time, leaving a stalk about six inches in length. These are tied together in small handfuls and are carried to the village on bamboo poles. When dried the women lay them upon mats and they are threshed by being pounded with a club, the grain is winnowed by throwing it into the air from baskets. A few handfuls are placed in a mortar, hollowed out from the trunk of a tree, and pounded by women with a club until it is beaten into meal. Thousands of years ago our ancestors were as far advanced as this.

One of the most interesting of our trips was from Vigan to the sub-province of Abra. The only means of communica-

tion is through a pass in the mountains made by the Abra River. We started out one beautiful moonlight night from Vigan in a quilez,—our driver upset us on the way to the landing. At the landing we placed our baggage upon the little balso or raft made of bamboo poles, with a little rigging in the center covered by nipa, under which we might sleep. This river is so shallow that the little bancas cannot go up. The little raft drew only about three inches of water, and four men alternately poled and pulled our little raft up the river. These men earned 50 cents a day each when working.

Upon reaching our destination in the morning, we took horses and rode all day into the mountains among the Tinguines. These people are Pagans, something like the Igorotes. We found an industrial school here in which a Mr. Allen, an American, is teaching the natives something of the cultivation of land. These are some of the most primitive people on the Islands. They do not name their children, except perhaps for some incident that occurs at the time of birth. I took the opportunity of naming three,—one of them for myself, so if any of your readers should happen to read that W. G. Hartranft has been arrested for taking heads or stealing caribao, please remember that it is the other fellow.

A pathetic little incident occurred here. A timid knock at the door, that sounded like the tapping of a little bird, and Mr. Allen noticed a woman who came to ask for the gift of a box in which some kerosene oil had been shipped. She wanted it for a coffin to bury her little baby that had just died. A coffin in this region is a luxury,—most of the dead are buried in mats. They have no physicians.

Another trait noticeable is the size of the cigar that is smoked by the natives. The cigars are frequently a foot in length and they are as large around as a good sized cane. The native smokes it a while, perhaps holds it in her toes until she wants another smoke, loans it to another native, or allows her little babe less than a year old to smoke it for a while.

At Tagudin is the principal port of the mountain province, —the entrance to the country of the Igorotes, and their various divisions. Here I met a character fresh from the woods,—Governor Pack who is governor of the entire mountain province containing the Pagan tribes. He has lived eight years among the Igorotes and likes his job. His father was a missionary in Michigan and tried to make a foreign mis-

sionary out of him. He declined at the time, but fate was stronger than he,—he now has the opportunity of doing one of the greatest works of any man in the Islands. I spent hours listening to his tales of interest. He reminded me of David Crockett.

The rich Filipino is not noted as a philanthropist, but here is one case said to be the only one in the Islands. A rich native, Paranoir by name, has donated a cement school building, and it soon will be occupied.

Last year the local Legislature passed a bill known as the Gabildone Aid Bill which provided for money to be spent in new buildings. I am enclosing you a picture of one of the primitive school buildings which I visited. It was formerly a Spanish structure used for this purpose. Note the two rows of seats around the building upon which the children sit much as our audience sits in the bleachers in a baseball game. You will notice the American improvement in this same school house. In the center of the picture, we have desks made by driving upright poles into the ground. To these poles is lashed, by bamboo strips, the frame work of the desk. The top is made out of split bamboo, and there is no place for the child to keep his books. The picture, however, speaks louder than words. Look at it. I found in many of these native schools under the native teachers, as fine industrial work as I have found anywhere in America. They seem to have a special gift for this sort of handiwork.

* * *

HOT SHOT FROM WISCONSIN

State Superintendent Cary of Wisconsin has just sent out the following circular letter to the high school people of his State. I am sure it will be interesting reading to California high school folks, too. While some of it does not apply to California conditions, there is a good deal of it that is general and that we shall all do well to absorb. I have black faced three or four points that seem to me most remarkable.—Edward Hyatt.

"I am of the opinion that the high schools of Wisconsin must awake to a new situation, or they will ultimately find Othello's occupation gone. This is what I mean: **The people at large desire in a kind of sub-conscious way the high school to change and develop to meet modern needs. Generally speaking, they do not see clearly what they want, but they expect, and have a right to expect, the schools to aid in discovering and pointing out what is needed. This they are not now doing efficiently.** The highest ambition of many high schools is, if one may judge by appearances, to get on

the accredited list of numerous colleges and universities, and not to study and to meet the fundamental needs of the communities they claim to serve. The high schools of Wisconsin, even at the height of their present success, may, if they are sensitive to the situation, discover that forces of disintegration are at work. A part at least of this disintegration is evident to anybody who will merely open his eyes. For example, a good many years ago the State legislature passed a law requiring all free high schools to offer courses in theory and art of teaching. This was a plain tip that the State wanted high schools to train country teachers, but the schools did not take it as such. The work was performed in a perfunctory and inefficient manner. At length the State tired of this policy, and established the training school for country teachers. This institution flourished, and today is on a firm foundation. There has also been a call, a trifle less definite, perhaps, for high schools to teach agriculture, but the schools have been asleep and have not heard the call. Accordingly the State has established the county agricultural school. Note how this works. If I am correctly informed, the little town in which the latest school was established had a year ago some fifty-five pupils in the high school, and this year it enrolled some thirty-five pupils. The agricultural school, however, had applications for entrance from some one hundred and fourteen pupils the first morning. The agricultural school had found a need in the county that the high schools had not discovered.

"That the work of the county training school and the agricultural school could have been done in the high schools of this State, if the schools had risen to the situation as they might have done, nobody will question unless he be a partisan of these institutions. Furthermore, the course of study in the high schools would have been four years in length instead of two, and the work would finally have been connected up with the State university and the advanced course in the normal schools. This is the beginning, but unfortunately not the end, of the splitting up of the high schools if they are satisfied to rest upon their present laurels. We sometimes hear it said that the high school is the people's college. Potentially it is, but it is not yet, and it never will be if it does not expand instead of splitting up and contracting.

"The first condition for the real development of the high schools is FREEDOM,—FREEDOM FROM ALL DOMINATION. This is a consummation that I believe is near at hand. At least it is inevitable.

"The second condition is that the schools and courses shall NOT BE STANDARDIZED. By standardizing schools and courses I mean making them all as nearly alike as peas in a pod, if that is possible. Schools that are standardized are crystallized, and a thing that is crystallized has no principle of development in it.

"The third condition is that the higher State institutions shall unhesitatingly accept the GRADUATES OF MODERNIZED COURSES OF STUDY. In other words, higher institutions must adapt themselves, if need be, to the changes in high school courses.

"Schools should meet, in so far as the size of the schools and their financial resources permit, the real needs of the communities in which they exist. In so doing they are likely to use the best educational material within the environment for educational purposes, and the environments of different schools will, in some degree at least differ. In some communities agriculture will be the most prominent thing in the environment of the school. For another school it may be the commercial element. It is not my purpose here to develop this idea, but merely to suggest what is meant. I shall merely drop this caution, that no one should assume that the entire high school course should be made up in this way, or even the major part of it; but this will be discussed later. Every community would have its special problems to work out. This would doubtless make serious work for the principal or superintendent.

"It is becoming painfully evident to us today that boys in our towns and cities are almost as much in need of an opportunity to do some kind of useful work to take the place of the farm training that most boys used to have, as they are in need of what we commonly call education.

"It is a conviction with many that boys in particular have no useful work to do with their hands in the early part of the adolescent age, and pass over the nascent period for such kinds of physical activity, never develop the instinct of workmanship, or power and persistence as workers. I recall with a good deal of pleasure that twenty-five years ago in my little school of two departments, I made a practice of studying, so far as time permitted, farm problems in connection with the school work. It was made in a crude and unsystematic manner, but it was useful. I also followed the practice of helping the boys in getting places out on the farms for the summer vacations. I think the summer work was almost as valuable to them as the school year. The farmers

were greatly pleased, and frequently said to me that they learned much from these boys. It is not feasible for school men today to assist their boys in finding work of a valuable kind, at least during the long vacations. In some cities, notably Fitchburg and Cincinnati, the school authorities are managing to find work for the boys during term time in the manufacturing establishments, by some system of alternation of study and work. A brief article in the Technical World for December may prove interesting reading in this connection.

"The criticism of the high schools is growing in volume and is taking on more definite form. The trivial criticism the schools may well ignore, but it will be a great misfortune if they do not listen to the criticism that is deep and well founded. The criticism that the schools do not connect with life as it is today is serious because true in too large a measure. Pupils may well study some things foreign to modern life, but they must get back to modern life before their school days are over, or the school has served the purpose of alienation."

* * *

SOME SMELTED READING

By Dr. Frederic Burk

The returns from the inquiry to get the facts concerning the teaching of primer class reading have been coming in and probably enough localities are already represented to offer some interesting data of more or less value. The returns from rural schools with one teacher for several grades, however, are too few to offer final facts of conclusions, what we have of this type will therefore be reserved for special discussion.

The returns herewith considered are from teachers of classes composed of pupils exclusively of receiving class or first grade. The localities represented are Berkeley, Palo Alto, Napa, Santa Cruz, Watsonville, Alameda, Mill Valley, McCloud, Seneca, Los Angeles, Pomona, San Bernardino and Santa Barbara.

Time Devoted to Teaching Reading with Teacher's Exclusive Attention to Class

This time seems to vary from 30 to 180 minutes per day with the strong generality of 60 to 80 minutes. The time for pupils' study periods is generally none in beginning weeks and rises to 30 to 40 minutes later in the term as progress in ability

is made. In all cases, in these schools, an immense amount of flash card and board work is given ranging from an hour or more in the beginning to 20 or 25 minutes of later progress and as a rule the most is systematic from the start. The chief difference is in the systems used—the Gordon, Ward, New Education and Ball are the published systems but nearly all teachers seem to use their own systems or modifications of these.

Practically all of these city school systems are based fundamentally upon the phonic system of approach to reading nor is there much difference in the time of beginning the phonic drill. All with few exceptions begin immediately with some form of phonic training.

Time to Furnish the State Series Primer

So far as these returns show the rapidity of disposing of the primer seems clearly to depend upon the thoroughness of the phonic foundation. The cities of Alameda and Palo Alto show the decidedly more effective disposal of the primer. These cities begin with the Gordon method and pursues its exclusively without modification for the first 9 to 12 weeks; then they take up the State Series Primer and complete it before the end of the first five months or at most in the first six months. This seems the banner record. The schools which began with the State Series Primer and attempt to carry it on with supplementary work in phonics, or with phonics delayed for one to five months do not finish the primer in less than six or seven months or even ten months. Nearly all of these cities, however, read a number of supplementary primers or readers during the first year either after, before or during the progress of mastering the State Series Primer. This result is in denial of the writer's personal theory and experience but it represents the facts as the returns give them. Miss Staratt of Alameda, for example, reports as follows: "I begin with Gordon Reader No. 1. The State Series is begun the ninth week. Devoting half the reading time (i. e., 45 minutes daily) to the State Series Primer we complete it in eleven weeks. As phonics are taught from the first day of school, and as I do not begin the State Primer until the ninth week, pupils are able to read the State Primer with practically no help. There are very few sight words to be learned as the pupils sound nearly every word for themselves. Phonic ability is the whole foundation of our first grade reading."

These returns offer some food for thought, of very hard

chewing quality, to determine the type of reader for State adoption. These city school systems are obtaining their results by a method which requires nearly the whole time and energy of the teacher to this one subject. The text has very little to do with the work and might indeed be omitted except as a final test and exercise. Miss Rebecca Fox of Berkeley, for example, says: "I hold myself responsible for fixing in the child's mind almost the entire primer vocabulary. This I do by word drills and much original tests. This accomplished the pupils are able to read practically any primer."

In the rural schools where the teacher has several grades requiring her intermittent attention this condition is a hopeless one. Whatever method is used must be one requiring little attention from the teacher. This condition effectually would seem to bar any thoroughly systematic phonic or continuous board and flash card drills. Yet on the other hand the city school systems seem to have a right to develop those methods most serviceable to them. For which class of schools shall the State Series Primer be selected—for the city schools or the rural schools?

The alternative, to select a basal primer of extreme simplicity to meet the conditions of the rural schools and permit the city schools to insert any phonic method system they choose seems, at first glance, a serviceable compromise that will do no one any harm, but it is not as fair to the city school system as it may seem. A book based upon the word method is of little service in fulfilling the best requirements of the phonic method. Miss Mary Hays of McCloud follows very specifically the Sloan phonic system to the end, and then completes "the State Series Primer besides other supplementary readers in about five months." Yet she has this to say, "As the State Series Primer is based upon the word method and no attempt is made to grade the words in reference to phonic elements, said words contain a too miscellaneous collection of phonic principles to enable the child to master them through the phonic work at an early stage. If this text is used from which to teach the subject the words must, in the main, be taught as sight words. This is a pity; it is an unnecessary waste of time."

The evidence of these returns discussed and certain other information concerning rural school teaching of reading not reviewed in this article, make it very manifest that children in California are learning to read under methods that differ very radically. These varying methods, however, fall under two

very distinct classes: (1) methods which require the exclusive and continual attention of the teacher, in recitation, board work, flash card drills, individual teaching, etc. This includes all phonic systems, much of the "sight word" methods. They are only possible in graded schools where one teacher is in charge of the beginners or at most of the receiving class and first grade. Even under these advantageous conditions, marked progress is secured only by teachers trained or skilled by long experience in these special devices and when attempted by others, or by teachers in any way hampered by disparity in the variety of texts, in aids; by an unusual cause of study requiring too much or too little, or by inability or unwillingness to make a great deal of outside preparation for the class work, the results are as unprofitable as no special teaching at all; (2) the methods in which the pupil is chiefly dependent upon his own efforts and the internal structure of the text by which a limited vocabulary, subject to much repetition of the same words, permits seeming progress to be made without much help from the teacher.

For the first class the character of the text, is not so very material for the pupils to learn **from the teacher,** not essentially from the text. For the second class of methods, a text suitable to self-help is absolutely indispensable.

These conditions do not necessarily complicate the selection of a text provided the mistake is not made of selecting a text suitable only to some one of the methods of the first class; such a blunder would be a calamity to all the others. But if a text is selected to meet the conditions of the second class—those who must depend chiefly upon self help and the favorable studies of the text, those city schools employing the highly complicated methods are easily able to provide as supplementary material purchased by the school department those texts meeting their special needs.

* * *

The school has no right to teach how to read without doing much more than it now does to direct the taste and confirm the habit of reading what is good rather than what is bad.—Dr. G. Stanley Hall.

* * *

Heredity is simply the sum of all the effects of all the environments of all past generations on the responsive, ever-moving life forces.—Luther Burbank, in "The Training of the Human Plant."

DO YOU WANT THE COUNTY FREE LIBRARY?

See Calif. Stat. 1909, Chap. 479)

What the County Free Library Is

The County Free Library is a plan by which every resident of the county has equal library privileges. If a library is a good thing for the city, why isn't it a good thing for the county?

Way to Establish It

The County Free Library may be established by a majority vote of the electors at the regular school election in April.

Establish it NOW

The next regular school election will be held this year on April 1. Even if passed at this election the library cannot be in full operation until January 1, 1911, because the funds will not be available until then. If not passed until April, 1911, funds will not be available until January 1, 1912.

Vote on it APRIL 1, 1910

For this reason, petition your Supervisors to bring the matter up to be voted on April 1, 1910. Petition blank is attached to this circular. Petition must be in the hands of your Supervisors on or before March 5, 1910.

California LEADS

Although other States have single counties with the county free library in successful operation, California leads in having a law under which EVERY COUNTY in the STATE will establish the county free library.

Books for Every Resident

California is the first State with a plan by which its EVERY RESIDENT is to have EQUAL LIBRARY PRIVILEGES and ADEQUATE LIBRARY PRIVILEGES.

Schools to Have All Books Needed

The schools have never been properly supplied with books for the use of teachers and pupils. The county library will supply all the books needed to all the schools in the county.

Isolated Communities to Have Books

Isolated communities will be supplied with books and magazines as soon as the county free library is in operation.

Isolated Families and Individuals to Have Books

An isolated family or an isolated individual will be supplied with all the reading matter wanted as soon as the county free library is in operation.

Law Limits Tax to One Mill on the Dollar

Because of the large territory covered in the county library system, the tax does not need to be more than 1 mill on the dollar. With this very small tax the residents of a county will have even better library privileges than the city resident formerly had, who, for a municipal library, was often taxed 2 mills or 3 mills on the dollar. The books will be delivered to the county resident on request, while the city resident with the town library has always been obliged to go after the book he wants. The book is never delivered to the city resident by the city library.

Many Counties to Have an Election

Many counties are ready to hold an election and insist that it will carry unanimously. YOUR COUNTY does not want to fall behind in this march of progress.

Petition for Election NOW

NOW is the time to do away with the old unequal and inadequate library condition. NOW is the time to establish the county free library. NOW is the time to petition the Supervisors to call an election APRIL 1, 1910. NOW is the time to fill out the ATTACHED PETITION and to MAIL it to the SUPERVISORS, as it must be in their hands ON OR BEFORE MARCH 5, 1910.

Copies of the law and further information will be furnished on request by the California State Library.

J. L. GILLIS,
Librarian, Sacramento, Cal.

PETITION

For the Establishment and Maintenance of a County Library System Within the County of.....

We, the undersigned electors of..... County, in the State of California, together with such electors as may have signed other petitions substantially in the same form as this petition and presented on or before March 5, 1910, believing that all the people of this county should have the opportunities for reading and study offered by the most

advanced library systems, do request the honorable Board of Supervisors of the said County of..... to give notice of an election, on Friday, April 1, 1910, according to the provisions of Section 2, Chapter 479 of the Statutes of 1909, whereby our people may have an opportunity to decide upon the question of the establishment of a County Library System in and for the county of.....

Dated at.....this day of....., A. D. 1910.

* * *

Department of School Trustees.

(Under Section 1521 of the Political Code this "Journal" is mailed free to the Clerk of each school district in the State, and the subscription is paid for out of the School Library Fund. The various official departments contain much of special value to the various School Boards.)

A WORD ABOUT THE SCHOOL LIBRARY

To School Trustees and Teachers of Sonoma County:

Recently in a public lecture a gentleman who is an authority on books for children made the statement that there are tons of books in our school libraries that are mere dead material, serving no purpose whatever. My own observation is that this statement is in no wise over-drawn.

The school library ought to be one of the strongest factors for good in the school. There is no influence in the life of a child that will be of more lasting value to him than the habit of reading good books; and in the case of many children the opportunity and the incentive to read good books must come from the school. If it be granted that these statements are true, it follows that there is a great responsibility resting upon those who choose the books that fill the shelves of our school libraries. Books may be classed as good, bad, and indifferent. The bad book, that is the one that gives false ideas and ideals of life written in an equally false style of English, may do a great and lasting harm. The indifferent book has at least the fault of encumbering the shelf and taking the money that belongs to the good book.

All this is to the point of urging special care in the selection of books for our school libraries. The traveling book agent will very plausibly urge the merits of his books, but it should be remembered that only those books that have proved their value by use can safely be purchased. The law has attempted to throw safeguards around the school library by

limiting the purchase of books to the list adopted by the County Board of Education. But County Boards of Education are seldom experts in the matter of selecting the most suitable books from the very great number from which it is necessary to choose. They need and earnestly desire the co-operation of teachers and school officers in selecting books and in testing those that are placed on the adopted list.

The Sonoma County Board of Education has recently adopted a list of books which covers a rather wide range of children's literature. This list has been placed in the hands of the teachers, and it will be sent to the clerk of each school district. Your criticisms of this list and suggestions regarding additions to it are invited in the earnest endeavor to improve our school libraries.

DeWITT MONTGOMERY,
Superintendent of Schools.

* * *

AVOID THE FREQUENT CHANGE OF TEACHERS

I would like very much to call the attention of school trustees to the fact that the State law makes it imperative on them to use all the State school fund and not less than sixty per cent of the county school fund for the payment of teachers' salaries, and that not more than forty per cent of the county school fund can be used for the library, janitor's salary, census marshal's compensation, supplies and other current expenses.

I would also like to impress upon them that the frequent change of teachers does more to retard the progress of our schools than any other one thing. While it is not in the power of trustees to entirely correct this evil, they can do much to lessen it. The teacher may not give entire satisfaction; she may be irritable at times, and she may make many mistakes through inexperience, but time will correct all these. If the teacher is palpably unfit for the position the county superintendent soon discovers this fact and will promptly report to the trustees that a change is desirable. Hold on to the teacher as long as possible. I wish to endorse all that Superintendent Baldwin said in the January number of the "Journal."

Yours very sincerely,

F. E. DARKE,
Superintendent of Schools.

TheWestern Journal of Education

Official Journal of the Department of Public Instruction

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EDWARD HYATT, Supt. of Public Instruction, Editor of Official Department.

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EDITORIAL

By Harr Wagner

The Simple Life

The increased cost of living has attracted attention to the simple life. The years of prosperity and fruitfulness have not brought to the human family that peace and happiness that should be the heritage of the race. The over-organized social life and the over-capitalized corporations, and the underdone education in common sense have made it impossible for people to get what they think they need. Families can still live in a village on a modest sum, but the family wants to live in an apartment house where everything is furnished except air. The people are just awakening to the fact that our schools are training boys and girls away from the life that is a part of a democracy. We have had our educational theories; the publicity given to manual training has aroused public sentiment. Now comes the real work. The culture schools have not brought adequate results. The simple life demands cooking, sewing, carpenter work, tailoring, shoe making—all the arts and trades—and a great strong voice crying BACK TO THE SOIL.

The Election of Superintendents

This note is addressed to the trustees. In a few months the County Superintendent of Schools will be elected. There is a large body of educational leaders who believe the voters are not competent to elect the best men and women for this office, and that superintendents should be appointed. The charge is that each four years you fail to re-elect faithful and competent officials. The trustees of each county represent the intelligent vote of the State. The school district is the unit of the democracy of the people. The State will be on trial this year. If you have a candidate trained in either the University of California or at Stanford he should have a fair show to make a canvass without being required to use any except methods of the highest ethical standards. Neither partisanship or local prejudice should enter into the campaign. The State of California is fortunate in having a competent body of county superintendents. They are doing great work. They are the real leaders for a better citizenship. Superintendents who have made splendid records for efficiency should be re-elected without opposition. Superintendents like Montgomery of Sonoma, Babcock of Mendocino, Baldwin of San Diego, Stirling of Monterey, Keppel of Los Angeles, White of Solano, White of Shasta, Lehner of Santa Barbara, Davidson of Marin and many others who have made good records for public service should be unanimously elected by non-partisan vote.

* * *

The Council of Education

The California Council of Education is about complete. The organization will be made permanent at the Fresno meeting. The Council is composed of twenty-three men and seven women. These men and women represent the four teachers' associations of California. They become by right of selection our organized educational leaders. The individual who desires to have his educational thought crystalized into action must either climb on the organized band wagon or get on a stump and yell his head off. The Council has a great field of usefulness. It can direct the teaching force of the State along high standards of professional ethics. It can digest needed legislation and submit the same to the City and County Superintendents for adoption, or to the State Superintendent who is elected by the people and who represents two million population of the State. The first thing the California Council of Education should do is to muzzle its secretary. His talks about the "Sinews of War" to maintain a lobby at Sacra-

mento to secure legislation will create slight opposition. It requires more than the art of printery or a prettily turned phrase to meet squarely the educational problems of today. This Journal will support the California Council of Education and its measures whenever right, and approve them whenever wrong, provided it is ever possible for a well organized corporate body to be wrong.

* * *

A Change in Teachers

This Journal has fought for tenure of position and has deplored the frequent changes. We can sympathize, however, with the teacher who changes places on account of local conditions, where neither salary nor even personal convenience are the ruling motive. E. Morris Cox, the ex-president of the C. T. A., referred to this change and censured the educational "hobo." It is true that there are a few fourth class tourists in educational work but the greater fault is to be found with our high school teachers, and principals who frequently change for the purpose of securing more salary and larger prestige. It is not the "hobo" in education but the first class tourist that needs the C. T. A. birch.

* * *

Women in Education

During the session of the State Teachers' Association two hundred women teachers sat down to a banquet at the Fairmont. The Western Journal of Education publishes in this issue the after dinner speeches practically in full. They will bear reading. The women did not say at all what the jesters expect them to say, and they did say things which must command the respect of all persons, men or women, who take educational work as a public trust.

Briefly, the tenor of their thought was upon the following facts: Our public education has passed into the hands of women; whether this be right or wrong is merely a question of senseless debate—the fact and its significance are before us as a condition; the success or the failure of these schools to fulfill their duties to the rising generation is a responsibility upon women; it therefore behooves the women to realize this responsibility. The change from men to women, as teachers, has been so gradual that women, who originally came into the school work, as irresponsible artisans, merely obedient to orders, have suddenly awakened to the realization that the work of the schools can effectively be accomplished only by

workmen who are keenly alive, intelligent and self responsible for every brick, plank and nail in the system; no longer must they blindly obey, but whether serving as helmsmen, or scutlers in the hold; they must comprehend the entire mechanism, and if there is anything wrong they must stand responsible for the invention and application of a remedy; women in education must cease to be audiences but take a vigorous part in the forum of discussion and upon the stage of action—not in the spirit of selfish interests but because the efficiency of their public trust requires it.

This women's movement in education, in the form it is now taking, commands respectful attention. When women talk of **their** rights, of equality forthwith, because they are women, and abuse Adam because he was a man, the world smiles indulgently and goes on about its business for these matters are not given either to women or men to control. But when sane-minded people, men or women, or both, organize not for personal spoils but in the service of the public good for the world's work, then we must turn aside for them, for they know whither they are going, and they will go there —regardless of any men or women. To any such, the powers, the honors and the emoluments, inherent in effective service, will come by necessity, as a part in the regular order of world business, not because of class, sex, rights or chivalry, but because the effectiveness of service commands it. These are not privileges to be doled out by lottery, force, intrigue or connivance. These are the wages of the Law of the Fittest. For the futherance of personal claims, of any individual, clan or sex, this Law is no respecter, but to those who serve the public good, the Law keeps clear the way that is already theirs by the right of eminent domain. This way is open, always was open, and ever will be open—to women or men. That few have seen this way is the fault of the man—or woman. Joan of Arc saw it, Mary Queen of Scots did not. Roosevelt saw it, Taft does not.

The Western Journal welcomes the women's movement in education, in this sense, as a potent force of great possibilities for the public good. The Journal has requested the toastmistress of this notable banquet, Miss Effie B. McFadden, to undertake during the ensuing year the editorship of a column which shall organize the school forces of the State, women and men, in the service of the goals which were outlined at this banquet.

Western School News

Meetings.

The California Teachers' Association will hold its session December, 1910. L. E. Armstrong, Alameda, Secy.

Southern California Teachers' Association will meet December, 1910, at Los Angeles.

Northern California Teachers' Association, Redding; G. W. Moore, Colusa, Cal., President.

Central California Teachers' Association will meet in March, 1910, at Fresno. C. L. McLane, President, Estelle Bagnelle, Secretary.

National Educational Association, J. Y. Joynor, South Carolina, President; Irwin Shepherd, Secretary, Winona, Minn. 1910 meeting, Boston, July 28.

President Arthur T. Hadley of Yale will deliver the Charter Day address on the 50th anniversary of the founding of the University of California.

* * *

Robert H. Lane, Principal of the Macy Street School, Los Angeles, Cal., will open a trade school, devoting one-half day to brain work and one-half day to hand work. The intention is to equip young people for carpenters and dress makers, and at the same time give them an intelligent and finished education.

* * *

The N. E. A. will be held in Boston, July 2 to 8, 1910. The vote of the Board of Directors for San Francisco was turned down, and the executive committee of the association selected Boston.

* * *

"What is wrong with our public schools," is an able series of articles now running in Lippincott's Magazine, written by Joseph M. Rogers. The article in the February number takes up the discussion of education outside of books. The teachers will find this discussion of very great interest.

* * *

Actual building operations have been commenced on the new High School at Marysville, ground having been broken on the 15th, and by March 15th the pupils of that city will have the advantages of one of the finest educational buildings in the State. The structure will be of brick and will have all of the conveniences essencial in a modern school building. The plans by Walter H. Parker show a large assembly hall capable of seating five hundred people in addition to the ordinary rooms, one of which will be a science lecture room with raised seats.

* * *

The Central California Teachers' Association will meet at Fresno on March 9. The county institutes of Tulare, Kings and Madera will meet at the same time at Fresno. Seven lecturers of note will attend the association meeting there. These will be: Dr. Snow, president of the State Board of Health; C. E. Rugh, whose specialty is moral training in the schools; Prof. E. P. Cubberley of Stanford,

instructor in pedagogy; Miss Rich, principal of the new State Normal school at Santa Barbara, which is devoted to domestic science and manual training; Dr. Richard G. Boone, assistant instructor in education at the University of California; Dr. David Starr Jordan of Stanford; and Prof. E. B. Babcock, expert in agricultural courses.

* * *

William Lovell Finley, the author of "American Birds," will visit California in February on a lecture tour. Mr. Finley is a California man. He has the finest fotografs and slides of birds, as his illustrations in his books testify. Mr. Finley will lecture at Stanford and at the University of California.

* * *

"Bird Day in the Schools' is the title of a circular written by Dr. T. S. Palmer formerly of Berkeley, and published by the U. S. Dept. of Agriculture. It is sent free on request.

* * *

Book Notes.

THE ALDINE READERS

Frank E. Spaulding and Miss Catherine T. Bryce of Newton, Mass., have written The Aldine Series of Readers, and Newson and Company have published the same. The company publish a beautiful brochure on reading. If you are interested in teaching reading address the company for a copy. Newson & Company, 29 West 23rd street, New York.

(Extract from the Report of Superintendent Congdon, Northhampton, Mass., April 9, 1909.)

"I have been investigating this system of teaching primary reading for more than two years and I 'am convinced that it is far superior to our present system and better than any other system on the market.' In my investigation I have visited the schools of Newton to see the system in use under the direct supervision of its authors, Superintendent F. E. Spaulding and Primary Supervisor Catherine T. Bryce. I have made a careful study of the readers and the teachers' manual, I have discussed the system with many teachers and superintendents who are using it, and I have seen it in operation in a number of towns where school conditions are more nearly like ours than are those in Newton. 'Several of our experienced primary teachers have, at my request, made the same investigation and they agree with me that the results secured in reading in our primary grades will be greatly improved by the use of the Aldine readers.'"

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Reading—Bird and Arbor Day Law; Recommendation of State Superintendent of Public Instruction.

Recitation—Springtime in California, Helen Hunt Jackson, Author; Gulls; Quails.

Report—What we have done or can do to protect birds and trees.

Essay—Birds and Trees and their relation to each other.

Recitation—The Spring Call, M. F. Butts, Author.

Essay—Luther Burbank's vegetables, fruits, flowers.

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Mr. F. Ringnalda, who has a fine record as a teacher along the lines of his specialty, which is the preparation of students for examinations of all kinds, is at present conducting a school at 237 Oak street, San Francisco. Here is a record of three of his pupils.

April, 1909, Mrs. Charlotte E. Johnson takes civil service competitive and comes out No. 1 out of a class of 840. She has been appointed to a clerkship—salary $1440.

January, 1910, Mabel F. Reid, graduate of class of June, 1909, receives No. 1, and Mary A. Miller, graduate of class of December, 1909, receives No. 5 in competitive teachers' examinations in San Francisco.

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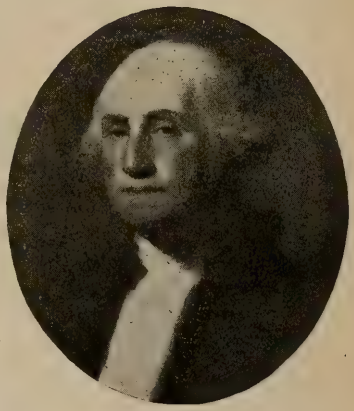

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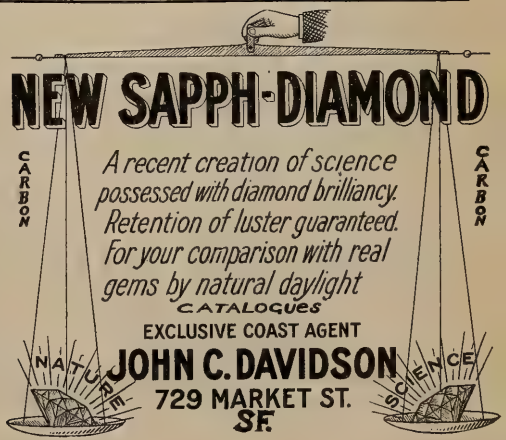

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The Western Journal of Education

March, 1910

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Vol. XV MARCH, 1910 No. 3

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Little Talks by the Way

(Under this head Superintendent Hyatt will try to give some account of what he sees and hears and thinks in traveling about officially among the schools of California. It will be somewhat hasty and ill-digested, being jottings on the road. It will deal with personal experiences, and so may look egotistic. It will be subject to frequent change of opinion, and will seem inconsistent. It is done as a free and easy means of communication between the school people of the State and the central school office. If it provokes retort or comment, that will be printed, too, provided that it be brief and interesting.)

To Rural People

Good friends, let me urge you to disabuse your minds of the idea that the school teacher has a soft job and makes lots of easy money. I know that folks often feel that way when they work hard on the ranch and don't see much ready cash as the years go on. They sometimes get into the notion that teachers are rolling in wealth, wearing good clothes, working short hours, having real money to pay for their board, and traveling about for pleasure in the summer time. When this notion is nursed awhile and repeated a few times it becomes a jealousy, a very narrow and unjust feeling indeed, a canker that it were good religion to avoid.

Look you, how foolishly unjust it is. Did you ever see a school teacher get rich on his business? Never. Yet you have seen the merchant, the lawyer, the contractor, the farmer, the stockman and the banker grow rich and influential on his business. Does a teacher live longer, work longer in his easy job? Not at all. He wears out quickly

like the iron moulders and the arsenic workers. You want to lay him on the shelf at fifty years of age always, and get a younger one. Yet this is the age when your farmer, your lawyer, your doctor are at their highest efficiency, enjoying their greatest power and prosperity for many years to come.

Good clothes? But you yourself would be the first to point the finger of scorn when your teacher set the example of faded gowns and ancient bonnets. She'd lose her job sure at the end of the term.

Summer travel? What else would she do? Stay at the school and pay her board? Teachers cannot advantageously get employment during the few summer weeks. The chances are she **has** to travel, hunting up a new job and spending the whole year's savings in doing it, and perhaps going in debt besides. Then there is a constant pressure on her from above to **improve** herself, to go to summer schools, lectures and what not.

Do teachers as a class look happier, more prosperous, more underworked and overfed than the people in other walks of life? Oh, no. They lead a nervous, soul wearing, precarious existence, with scant appreciation in the present and no prospect for the future. They grind their lives away for others. Their reward is their board and clothes, no more; and an early old age, homeless, friendless and in poverty.

Use your heads to think with, good friends, and look abroad a little, outside your own circle, before you allow yourselves to think that the school teacher has or had or ever will have a soft job.

*
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To the Young Teacher

Hope springs eternal in the human breast. You have trouble in making your salary go around. Certain things are expected of you, you must live in a decent way and do your share in the community; ergo, all your money goes, goes, goes. So you look for a better salary, you want to go to the city, you hope for a principalship, you dream of a superintendency. You think if you could just get $100 or $150 a month you could save some money and be on easy street.

Alas! It is not so. As your salary increases, your necessary and unavoidable expenses increase also, and faster than the salary. My own experience is a melancholy example. I began in a little California country school at $55 per month and have gone through every note of the public school gamut

from that to the highest salary our State system affords. I had more luxury and ease, saved more money in my second school at $80 a month, than ever since! Because my expenses were small, my family was small and not much was demanded of me.

And now, completing a term at the highest salary of all, I find it harder to make ends meet than at the beginning! It is incredible to me as it is to you, but it's true! The undodgeable demands increase with the salary. Our civilized life does not permit the man on a salary to get ahead of the game. The community will not have it that way.

Wherefore, my young friend, get as much comfort as you can out of life right now, and don't expect too much of the future. It is all right to be ambitious and to seek promotion. We all want advancement because we lead wider, richer lives thereby. But don't run away with the idea that advancement means riches or that the time will ever come in the school teaching business when you can get within gunshot of easy street or avoid pinching your dimes. Because it will never be so.

> "Gather ye roses while ye may
> Old Time is still a flying
> And these same flowers that bloom today
> Tomorrow may be dying.'

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Biggest Orphan School

The largest orphan school of the State is St. Vincent's Asylum, near San Rafael, the county seat of Marin County. It is in charge of the Christian Brothers, a Catholic society well known for its good works. I spent a day there a short time ago and was greatly delighted and interested to see it all. It is for boys only, and has 500 little fellows there ranging from 8 to 14 years of age. It has a big wooden building around a court, surrounded by the orchards, barns, poultry houses and dairies of a 1600 acre farm. The school has been in existence nearly 50 years. At the head of the institution is Brother Xenophon, a keen, enthusiastic, vigorous man of affairs. Second in command is Brother Dionysius, a scholarly, thoughtful, cultured man of much experience in a great New York training school of similar character. He it was who piloted me round the school rooms. No women were in the school. The rooms were full, 50 or 60 pupils in each, and each in charge of a black gowned

brother—Brother John, Brother James, Brother Anthony, and so on. Some of the brothers were young, 18 or 20; others white haired and patriarchal. One was a delicate, white faced Frenchman, only a few months from his native land; another was a Spaniard. Brother Patrick was a hale young athlete from Berkeley. He filled the courtyard with his class in physical culture and gave one of the most spirited exhibitions of Indian club swinging that I ever saw.

How different all this from the ordinary school. It seems like a glimpse into another world. I will call particular attention of those who are shouting for more men in the schools to the fact that here is a big California school without even **one woman** in evidence.

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Vallejo and Mare Island

A visit to the Good Templars' Orphan Home and the schools of Vallejo gave me a glimpse at a city that is different from any other in the State, namely Vallejo. It has some 15,000 inhabitants and is in Solano County. It lives and breathes and has its being in the United States Navy Yard at Mare Island, near San Pablo Bay. This great establishment employs 3000 men, has dry docks, factories and shops, builds and repairs engines, cannons, torpedoes and war vessels. It feeds the city of Vallejo and Vallejo lives upon it. In order to hold the Navy Yard, Vallejo was compelled to vote great taxes and bonds upon itself for a magnificent water system—nearly a million dollars all told. This is such a burden on the town that it has four times voted down a tax for a high school which it sorely needs. At the head of the schools is Carl Neilson, who was formerly a deputy with Superintendent Kirk.

The Good Templar Orphan Home stands tip toe on a breezy mountain top, in the country a few miles inland from Vallejo. It was started many years ago when the Good Templars were a powerful organization. Principal MacDonald of the Washington Night School in San Francisco was one of the leading spirits in its origin. It has 150 children ranging from babies up. As we drew near, a score of little ones, two or three years old, rushed out eagerly on a sunny porch to wave their hands and show their dolls. There is a public school of four teachers regularly organized on the grounds supported in the same manner as other public schools. The Home has 160 acres of land. Its site is one of

the most commanding and beautiful to be found in the State, overlooking the country and the bay, showing wonderful views of land and water with blue and purple and violet mountains in the distance.

This completes a round of visits that has reached every orphan school in California that receives State aid.

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Waste Paper

It often happens that the Legislature so changes the laws that some of the numerous blanks issued by our office are made useless and must be reprinted. It seems a pity to throw away these thousands of sheets of good paper, printed only on one side perhaps, when there are many teachers and many schools that would prize them as pencil paper, practice paper, scratch paper and make good use of them. Just now we have more than 20,000 census blanks left over in this way. We have no fund for distributing them, but if any teacher or school near a freight office would like a bundle of them and will pay the freight, our boys will try to prepare them and get them to the freight office here f. o. b. Probably it wouldn't pay to send them by express.

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A Good Example

J. D. Sweeney of Red Bluff is a good example of how a teacher can make himself felt and do his world good even after he leaves the profession. Although Mr. Sweeney has gone into an active business life, he finds time and energy to keep track of the schools. He is the leading spirit of the Northern California Teachers' Association. He writes educational literature for the newspapers. He is an active and aggressive talker on school topics. He keeps the people of his end of the State stirred up and interested in school affairs. His latest feat is to work with Principal Ward of the Red Bluff High School in bringing about an investigation of the Cigarette Boy and the Pool Room Boy that has excited the whole northern part of the State. They have interested many newspapers, notably the Red Bluff News, which has been publishing lively letters from teachers, business men, mothers, ministers, doctors, freshmen, sophomores, juniors, seniors and alumni. A rushing, babbling stream is better than a stagnant pool.

Questions for Debate

The Equal Suffrage Association of California asks me to suggest the following questions to the schools of the State that conduct debates; which is gladly done:

Is the suffragette movement in England beneficial to the progress of women?

Is the affiliation of the suffrage movement with the peace movement an advantage to both?

Is the dependence of women upon men for financial support the cause of the political inequality of men and women?

Will California be the next State to grant votes to women?

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Cum Grano Salis

Some months ago I referred to the horrid shapes some of these little paragraphs take when they are molded into sensations for the daily press, and passed through half a dozen different periodicals with a little change each time. They often confront me in such demoniac forms that I'm seein' things at night. Of late several mild expressions of personal opinion or general observation on some school policy have reappeared as Official Orders, Edicts, Fulminations, authoritative and inflexible as the Laws of the Medes and Persians. Please don't allow this to disturb you, kind friends, but take it all with a grain of salt. Our laws do not contemplate the issue of Edicts by our superintendents, and I'm really as mild a mannered man as ever cut a throat or sunk a ship.

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Mothers' Conferences

I observe that thoughtful and skillful city superintendents make much of the idea of mothers' conferences and consider them a great aid to the school work. The superintendent of the schools of San Diego sends out cards to the mothers like this:

Department of Education

San Diego, California, Feb. 11, 1910.

Mrs.....

Dear Madam: You are most cordially invited to be present at a mothers' conference in the assembly hall of the 12th Street School from 3:30 to 4:30 p. m. on Thursday, February 17, 1910.

The social side of school life and other problems vitally affecting the relations of the home and the school will be discussed.

Trusting you will be able to give this hour to the boys and girls, I remain,

Sincerely yours,
DUNCAN MACKINNON,
Supt. of Schools.

Log School Houses

The idea of a log school house seems strange, doesn't it, a relic of the past, like the spinning wheels and the candle moulds? But I discover from the school reports of Kentucky that there are still more than 700 log schools in the dark and bloody ground. In West Virginia there are only 95 log schools, although in 1884 there were 1350. Very few log schools are reported from California. Of course they will soon become as extinct as the dodo—because logs are becoming so scarce and worth so much money. Concrete is the coming building material, as wood has been in the past.

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Have You Heard?

Have you all heard of those striking experiments with outdoor schools in the cold and frozen east? People have been running schools there, mid snow and ice, right in the outdoor air—with startling results; namely, **the children learn faster and easier and their health and vitality are greatly built up!** It seems that the cold air exercises some tonic effect on the skins of the children that has not been known or realized before. In New Jersey the tuberculous children and those with tuberculous tendencies, the weaker, sicklier ones, were put by themselves in outdoor schools, when behold! They outstripped the normal children in regular indoor schools in scholarship, beat them in the examinations! And improved wonderfully in strength and weight at the same time! They were in rooms with two of the outside walls entirely removed, open to the wind and sun. Each child had a big blanket to wrap up in, hot bricks to his feet, cap, muffler and mittens to wear while he studied and recited. Wouldn't that make you shiver? Be no use to stop up the key hole there for fear of a draft, would it? Wow!

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No Use to Mention

Now of course it's no use to mention it, because no one will pay the least attention to it. But it's the solemn truth that we school people, architects, trustees, teachers, are steadily, systematically, relentlessly, **poisoning** the children of this great nation. The air in nine out of every ten school rooms in this State is unfit for any mammal to breathe. It is putrid, unwholesome, depressing and dangerous. We are accustomed

to the deadly school room smell, and we don't believe it's there. We have a few windows and we shut them up tight. We pump in a little air from the cellar, about one-fiftieth of what is really needed, and think we are doing wonders. We even carry such horrible abominations as coal oil stoves into school rooms and make helpless children breathe the poisonous gases that pour out of them. We are ignorant and barbarous and cruel in the way we refuse pure air to the lungs that are made for breathing outdoors. No wonder it is hard to keep children in school. No wonder that cheeks are fevered, eyes glassy, brains dull in school. No wonder that one out of every seven dies of consumption.

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Don't Let Them Fail

Julian Johnson is the tried and true principal of the Sutter Grammar School in Sacramento. He has been there over twenty years and is as active, enthusiastic and loyal as when he began. I visited his building this week, and after he had marched all the youngsters out at the close of the day he took me into the office to tell me all about his 400 children. He has about 40 in each class and he regretted that it couldn't be 30 rather than 40. "If we had 30," he said, "we could spend enough time on them so they would nearly all be promoted.'

"I always spend three-fourths of my time on the slow boys," he went on, "and often my whole class goes through, not one left behind. No pupil that behaves himself ought ever to be left behind, to do the same work over with a later class. Time and again I have seen them left behind a second and a third year and they were no better the third time than the first. Their minds were confused and the whole thing was mixed up—what they needed was more personal attention from the teacher. If a child behaves himself, he ought to be sent out at the end of the year with the rest of the class. And three-fourths is just about the proportion of the teachers' time that the slow children are entitled to. The others don't need it."

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Visiting the Metropolis

San Francisco is our big city and its schools are such a big enterprise that one despairs of grasping it in a brief visit. I spent two days there not long ago, visiting the Lincoln

School, the Columbia School and the Washington Night School. Each of these was most interesting, each had its salient features, each would take pages to describe. It was Lincoln Day at the Lincoln School and the platform was crowded with city notables, marshaled by Principal W. W. Stone. Mayor McCarthy was there and made a speech. I was much interested in observing him for I had never seen him before. He is heavy set, deep chested, round bodied—not fat but physically fit and powerful. He walks on springs and is the embodiment of self possession and self confidence. He speaks fluently, vigorously, with just a trace of an Irish twang to the tip of his tongue. He pleased the school people by pledging his administration to rebuild the Lincoln School. The Columbia and the Washington Schools were both full of things to tell about but I want to reserve their stories till later.

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Appreciate the School Trustees

Soon it will be the time to elect school trustees again—it comes on All Fools' Day this year, April 1st. But there is no room for foolishness in the selection of a school trustee. They are officers very important to our school system. **They hold the purse strings.** To improve a school it is not only necessary to arouse the teacher; the enthusiasm of the trustees, too, must be touched; else the thing does not go.

The school trustee, in spite of his importance to the schools, has at best a thankless job. If he is a good trustee, he gives freely of his time and substance for the public good. He must stop his work, lose his time, worry his soul, fetch and carry, go and come, use his team, lend his tools, give his postage stamps; and for what? For the privilege of being abused by his neighbors, reproached by his friends, criticised by everybody. When the teacher happens to be a jewel and everything goes well, who ever thanks the trustee? Echo answers "Who?" But if things go ill, in spite of everything that can be done, who fails to curse the self same unfortunate school trustee? Answer: nobody!

So the good trustee has mighty little incentive to seek the job. It is a wonder that 15,000 men can be found in the State who will do it at all. Their only reward is the knowledge that they are making it possible for the school system to exist, that they are helping to educate their own children and the children of their neighbors.

Figures from the Statistician

(Statistics are live and vital things when we learn how to us them. Mr. Wood is the Statistician of the Department of Public Instruction. He sends out the blanks, documents and official publications, receives the reports of teachers and superintendents, makes estimates and apportionments of school moneys; and then collects and tabulates the facts and figures about all these things. He will try to present each month some points derived from his work that will be of general interest to school people.)

TAKING THE SCHOOL CENSUS

The school census must be taken between the fifteenth and the thirtieth of April as the families were on the fifteenth of April. That is the Census Marshal must list these families as he would have found them on April 15th.

The law governing the taking of census reads: "To take annually, between the fifteenth and the thirtieth days of April, inclusive, a census of all children . . . . who were residents of his district on said fifteenth day of April."

On or before the first day of April the Boards of Education or the Boards of School Trustees must appoint a School Census Marshal. Under the law as passed by the last session of the Legislature the County Superintendent must appoint a School Census Marshal in case the Boards of Education or the Boards of School Trustees neglect to appoint one. See Sub. 16 of Section 1543 of the Political Code, page 24 of School Law.

A very important change was made in the law governing the taking of the census by the last session of the Legislature. This change requires the parent, guardian or other person giving in the census to certify that the facts given in are correct and that said parent, guardian or other person giving in census must sign the statement. Following is the law as it now is:

What Report Must Show

Sec. 1636. His report must be made under oath, upon blanks furnished by the superintendent of public instruction, and must show:

First. The number, age, sex, color, name and nationality of the children listed, and the number of those who from deafness are unable to hear common conversation.

Second. The names of the parents or guardians of said children arranged alphabetically. In all cities the number and street of residence must be given. **Outside of cities the post office address must be given.**

Third. The number of school children in each house, or family, that have not been vaccinated.

Fourth. Such other facts as the superintendent of public instruction may designate.

Parent or Guardian Must Sign Statement

Fifth. **The parent or guardian or other person having the control of any child or children under the age of seventeen years who gives to the school census marshal the facts asked for by said school census marshal shall sign his or her name to the facts as given in. If said parent, guardian or other person giving in the census, cannot write, he may ask the census marshal to sign his name for him after which he must make his mark, the census marshal certifying that said person cannot write.** The census marshal shall have power to administer oaths to parents or guardians **or other persons giving in the census. Any parent or guardian or other person having the control of any child or children under the age of seventeen years who shall refuse or wilfully neglect to give in the correct school census of any child or children under his control shall be guilty of a misdemeanor and upon conviction shall be punished by a fine of not more than one hundred dollars for each offense. The amount of such fine shall be collected by the proper officer of the court and paid into the county treasury to the credit of the county school fund of the school district or city in which the child or children reside.**

Superintendent May Order New Census

Sixth. If at any time the superintendent of schools has reason to believe that a correct census of the district has not been taken, he must have it corrected, and if necessary for the purpose he may appoint a census marshal, and have the census of the district retaken. Should the board of education or the board of school trustees of said city or district fail or refuse to issue an order for the compensation of said marshal for his services, the superintendent of schools is hereby authorized to issue his requisition therefor against the county fund of such city or district without such order.

Last Year's Census May be Used, When

Seventh. Whenever, by reason of conflagration or other public calamity, it shall be, or has been, impossible or impracticable in any city, city and county, or school district to take or make between the fifteenth and thirtieth days of April, inclusive, a census of all children between the ages of five and seventeen years, as provided in part III of this code, the super-

intendent of school shall, as a substitute for such census, use the school census of such city, city and county, or school district of the next preceding school year, adding thereto or deducting therefrom the percentage of average annual loss or gain in the number of children of census age within such city, city and county, or school district, ascertained from an inspection and examination of the school census record for the preceding ten years in said city, city and county, or school district, and such census when so prepared shall be conclusive on all school authorities.

Children Listed

Sec. 1637. He must include in his report all children who are absent attending institutions of learning, and whose parents or guardians are residents of the district; he must also include as census children the children of Indian parents who are not living in tribal relations. Orphan children, half-orphan children and children living in orphanages and attending public school shall be listed in the district in which the orphanage is located under the guardianship of the matron of the orphanage.

Certain Children Not Listed

Sec. 1638. He must not include in his report children who are attending institutions of learning or such benevolent institutions as deaf and dumb, blind, and orphan asylums in his district, whose parents or guardians do not reside therein, unless such children attend the public school in the school district in which such benevolent institution or orphanage is located.

Compensation

Sec. 1639. The compensation of census marshal must be audited and paid as other claims upon the school fund of the district are audited and paid; provided, such compensation shall not exceed six dollars per day for time actually and necessarily employed; and provided further, that in no case shall the compensation be computed at a per capita sum; nor shall any order for such compensation be drawn by the trustees of any district, or by any board of education, until they shall have been notified by the superintendent that the report of the census marshal has been approved by him. In case the report should not be approved by the superintendent, the census marshal shall not be entitled to receive any compensation.

Neglect or Refusal to Report

Sec. 1640. If the census marshal neglect or refuse to make his report at the time and in the manner herein required, or to perform any other duty devolved upon him, he must be deemed guilty of a misdemeanor, and on conviction be punished by fine or imprisonment.

Who Are Census Children

Sec. 1641. All children within the State of California between the ages of five and seventeen years, including the children of Indian parents who pay taxes or who are not living in tribal relation, are, for all school purposes, hereby declared to be census children.

Black faced letters indicate changes in the law by the last session of the Legislature. Section 1641 as given above was passed by the Legislature since Sec. 1637 was and governs so far as the definition of who are census children. It will be seen that all children in this State on the 15th day of April are census children if of proper age.

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ELECTION FOR HIGH SCHOOL TRUSTEES

By Job Wood Jr.

There are five kinds of high school districts in this State; namely, County, City, District, Union and Joint Union Districts. The County High School is governed by the County Board of Education; the City High School by the City Board of Education and the District High School by the District Board of School Trustees. In the case of the Union and Joint Union High Schools the Boards have been composed of one member from each of the Boards of School Trustees from the districts composing the High School District. Some of the High School Boards have as many as twenty members. This number is scattered and often a majority cannot get together to do business.

The last session of the Legislature changed the law so that all of the present members of the High School Boards in Union and Joint Union High School Districts go out of office on July 1, 1910.

The present High School Boards in Union and Joint Union High School Districts call an election to be held at the time of the regular school election in each district composing the High School District to vote for five High School Trustees

at large. The terms of office will be determined by the New High School Board at its first meeting on the second Saturday in July. At that meeting the members of the new board will draw lots as to length of term.

Following is the law governing the election of High School Trustees in Union and Joint Union High School Districts:

High School Boards in Union and Joint Union High Schools

Sec. 1730. In every union or joint union high school district, the high school board shall be composed of five members who shall be elected from the high school districts at large for the term of three years, except as hereinafter provided. When any union or joint union high school district is formed, the superintendent of schools who has jurisdiction over the same shall, within fifteen days thereafter, call an election in said union or joint union high school district for the purpose of electing a high school board. Such election shall be held at a schoolhouse of each school district in the high school district, and such superintendent of schools shall appoint the same number of officers of election for each school district, and give the same notice of election as are required for the election of school trustees, and the election shall be held in the same manner as are elections of school trustees, except that the returns shall be at once sent to such superintendent of schools, and he shall canvass the same and issue certificates of election to the persons elected. The members of the high school board so elected shall hold office until the first day of July next succeeding the first regular election of members of high school board held, as hereinafter provided, after the formation of the high school district, and until their successors are elected or appointed and qualified. Within twenty days after said election the superintendent of schools shall call a meeting of the high school board by giving at least ten days' notice by registered mail to each member thereof, for the purpose of organizing the high school board. At such meeting the high school board shall organize by electing a president from their own number and a clerk, and may transact any other business relating to the affairs of the school district.

Election of High School Boards

Sec. 1731. The regular annual election of members of the high school board shall be held at the same time as the regular annual election of school trustees. Said election shall be called by the high school board, who shall for that purpose designate a polling place in each of the school districts com-

posing the high school district, at one of the school houses thereof, at which the electors of such school districts shall vote. The high school board shall give the same notice of said election and appoint the same number of election officers in each school district as are required for the election of school trustees, and said election shall be held in the same manner as are elections of school trustees, except that the returns thereof shall be at once sent to the high school board, who shall meet at the high school on the seventh day thereafter at one o'clock p. m., and canvass said returns and issue certificates of election to the persons elected and file duplicates thereof with the superintendent of schools having jurisdiction over such high school district. The high school board elected at the first regular election following the formation of any union or joint union high school district shall at their first meeting so classify themselves by lot that one of their number shall hold office for one year, two of their number shall hold office for two years, and two of their number shall hold office for three years from the first day of July next preceding. Thereafter as each member's term expires his successor shall be elected in like manner for the term of three years and until his successor shall be elected or appointed and qualified. Vacancies on the board shall be filled by appointment by the superintendent of schools having jurisdiction over the high school district, the appointee to hold office until the first day of July next succeeding the appointment, and a person to fill any unexpired term shall be elected at the next regular election after the vacancy occurs. In each union or joint union high school district formed before this section takes effect the members of the high school board in office at the time this section takes effect or persons appointed as their successors, in case of vacancies, shall hold office until the first day of July, 1910, at which time their terms of office shall expire. At the time hereinbefore provided for the holding of the regular election of members of the high school board in the year 1910 a new board consisting of five members shall be elected at large in each such union or joint union high school district, who shall take office on the first day of July, 1910, said high school board shall at their first meeting classify themselves by lot as hereinbefore provided for newly formed districts and thereafter their successors shall be elected as hereinbefore provided.

Following is the law governing the meeting of High School Boards:

Sec. 1740. Every high school board shall meet on the second Saturday of July of each year at twelve o'clock m. and

organize by electing a president from their own number, and a clerk. Every high school board shall hold regular monthly meetings at such times as may be provided in the rules and regulations adopted by them for their own government, provided, that in union or joint union high school districts the regular meetings as above provided may be quarterly. Special meetings may be held at the call of the president of the board. Upon the request, in writing, signed by a majority of any board, the president of said board shall call a meeting thereof. Of all special meetings of any board the members thereof shall have at least two days' notice, issued and served by the clerk thereof. At special meetings no business shall be transacted other than that specified in the call therefor. All meetings of the high school board shall be held at the high school building; provided, that if no high school building exists in the high school district, or if the high school district consists of a single city, town, or school district, the high school board may meet at such place in the high school district as it may by resolution determine.

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THE HIGH SCHOOL BOARDS

Editor Western Journal of Education:

After reading your "Journal" for January I thought what a splendid thing it would be if School Trustees would use the "Journal" as a medium of communication in matters of interest in their respective districts just as Superintendent Hyatt has made his jottings a strong feature of the magazine.

The clerks of the district and trustees should be in touch with the State at large through this same source. Here is a case in point:

In the Elk Grove Union High School District representing sixteen school districts of Sacramento County every one of which is usually represented at meetings of the High School Board, though some of them are fifteen miles apart. Under the old law each district is represented by a trustee and many of the districts enrolled on the school register. In the case of a very material increase in the taxes for high school purposes, for an addition to the building and furniture and supplies for the same as was the case during the past year in one high school district, who but the trustees can defend and explain an increase of 15 cents in the taxable property of the district and have such explanation generally satisfactory?

This is representative law and at least in the case of Elk Grove High School has proven eminently satisfactory.

Now what does Section 1730 of the Code of Mischief say, for so I consider every new law that upsets an existing and meretricious one:

"In every union or joint union district the High School Board shall be composed of five members"—and then goes on to say that the members shall be elected at the election in April when the school trustees are elected and the other members of the Board shall go out of office.

This new provision may have its merits—and it may be suited to the wants of some other locality, but to my notion it is particularly objectionable to the Elk Grove Union High School—for the following reasons:

Out of the sixteen districts composing this high school district, with one exception, the districts are small in numerical strength, and the united vote of all the other districts would not equal that of Elk Grove and some other districts adjoining. In this case you have five districts adjacent to Elk Grove with voting strength sufficient to continuously name the full Board. Should this once prevail it is likely to continue, as a district without representation would be like a people without voice—dissatisfied and likely to breed secession.

I think the new law aimed to enable High School Boards to become less cumbersome but in removing this objection it has done worse and created others more harmful for the best interests of the school.

We don't want to get away from a representative form of government—there is too much of that now and if I make no other point it is to impress upon your Legislature Committee that even on School Boards the people insist upon proper representations.

L. M. LANDSBOROUGH,
Florin, Sacramento Co.

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Taxpayers have a right to insist that they receive the value of a dollar for every dollar expended, but they have no right to demand an efficiency equal to that of the best, and at the same time refuse to meet the necessary expense.—Superintendent D. C. Bliss, Brockton, Mass.

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Pedantry has laboriously devoted itself to proving by statistics that children delight in dolls and prefer the games which every mother has taught her child since the days of the cave men.—President William Herbert Perry Faunce.

State Board of Health

(The State Board of Health is the highest official authority upon the promotion of health and the eradication of disease in California. Its Secretary is Dr. William F. Snow with offices in the State Capitol. With the object of giving to the teachers of the State the best ideas and the latest investigations of this Board, Dr. Snow will edit articles of public interest under this heading each month.)

BURY THE COMMON-CUP

Have you buried the common-cup? If not, the sooner it is underground the better.

Make it an open air ceremonial. Get one boy to bring a sledge hammer or an ax, another a shovel. The digging is good now and a three foot hole will be an easy matter.

Put the common-cup bottom-up on a stump. Have the executioner stand at ease with the sledge hammer. Then explain the situation. Tell the children that the tuberculosis bacillus has been known to live six months where there was shade and moisture; that one child with the typhoid or scarlet fever may transmit disease and perhaps death to his playmates; that if a tramp who is coming down with diptheria should use the cup just before recess a plague might infest the school-ground.

Pass sentence on the cup. Look out for flying splinters if it is made of agate-ware. Tell the children to stand back and to blink their eyes as the hammer falls.

Give the common-cup a suitable epitaph—"HERE LIE THE BATTERED REMAINS OF A FORMIDABLE PUBLIC ENEMY"—or any better one that you may devise.

When the cup is laid away let each youngster throw in a clod or a stone. Let the boys tramp the dirt with their heels.

This is easy, someone says—but what will the children do when they want a drink?

If you have running water proceed from the grave of the cup to the hydrant. Turn the faucet wrong side up. You will need a heavy monkeywrench for this. Leave it tilted a trifle to one side so that no water will fall back on the metal. Assume that no small boy will become so thirsty or carefree as to put his mouth over the pipe. Then fix a mouth-guard so he can't. Assume that this is on account of the untutored tramp. Devise a wire mouth-guard that can be screwed onto an ordinary upturned faucet and sold at a profit for twenty-five cents. Have it patented and get rich. Or, saw a six-inch circular hole in a board and fasten it a few inches above the mouth of the upturned faucet. Something

Chinese Patron of Common Cup Used by School Children

Patron of Common Cup Used by School Children.

(Photographer's comment: "Ragged, tough looking man—dirty."

of this kind will do while you are waiting for a fifteen dollar patent fountain.

If you are on a dipper-bucket basis buy a pickle barrel for fifty cents and a spigot for fifteen cents. This will solve the common-cup dipping problem. A tin cup costs five cents. A cracked teacup from home will do. A condensed milk can, the five cent size, with its edges beaten smooth with a hammer is better to drink from than a gold cup that is mouthed by the passing throng.

Give each child a clean chalk box in which to keep his cup. Nail the boxes in a row through their bottoms along a board. Have the children put their names on them. While you are waiting for the chalk boxes to accumulate, cardboard collar boxes from the dry-goods store will do.

Then for cleanliness sake have a cup-boiling every fortnight. Some of the boys will make a furnace in the yard. Boys would rather make a furnace than eat. Use the old water-bucket, or an oil-can with one side cut out, for a boiler. Add some shavings of soap to the water. When it boils have each child submerge his cup one minute. Strings in the handles will save scalded fingers.

Teachers who devise other solutions of common-cup problems will confer a favor if they will write of the same to the State Board of Health (State Capitol Building, Sacramento, Cal.) Burying the cup will lessen the rate of death and raise the standard of health in the schools of California.

The Superintendent of Public Instruction suggests the last Friday in March as a suitable day for concerted action by the California schools, for dispensing with the school common-cups.

* * *

In the large colleges the students have no time to think. In my experience at Princeton I found that the best thinkers were those who came from the little unknown colleges of the middle West. These men possess a certain power of reflection and of assimilating the few facts which they possess which is not found in the university graduate. The tendency in the university, growing more and more strong, is toward the repression of individual opinion. It takes great courage to stand up and assert yourself against the university mob. The type of men who can do that is what the small college can and should develop.—Bliss Perry, Editor of Atlantic Monthly.

Women in Education

Conducted by Effie B. McFadden

The conductor of this department urges the readers of the "Western Journal" to write out in detail "the useless things that encumber their courses of study," particularly in arithmetic, language, grammar, spelling, geography, and history; also useless methods and devices. Because of daily contact with the work teachers are in a position to be familiar at first hand with these things and they are invited to contribute to the "world's garbage barrel" mentioned in the following article. A reprint of these contributions will appear later. Names will be withheld if desired.

STANDARDS OF WORK IN EDUCATION

By Anna M. Wiebalk

During the last year various magazines have been the confessionals of anonymous pedagogues and brave ones who have for the good of their souls made a clean breast of our whole educational scheme, its weaknesses and absurdities, as seen in the light of the twentieth century, and have taken occasion to mention the unwholesome reaction upon themselves. The following is a brief excerpt from an article that appeared in the April issue, 1909, of Scribner's Magazine:

We of the teaching profession are too bookish and unpractical to bear our proper part in turning the wheels of social progress, so out of harmony generally with the needs of society, that for the most part it washed past us leaving us stranded high and dry on the shore lines of an ancient sea.

Were our standards of work those in common with other world workers, then would public sentiment toward us and our work change. We cry out for equal recognition with other professions. Let us stop a moment and consider the lawyer. After being admitted to the bar, his practice necessitates that all his research and study be along lines of his cases pending. Every day brings new problems. Every development along the lines of science and industry calls for a new application of the law. And the lawyer grows apace in practical, present-day knowledge and wisdom. Like An-

reans of old, he gains in strength and virility every time he touches Mother World anew, every time he comes in contact with the needs of her children. And the physician. He is ever stepping upon a new threshold. His horizon is ever widening. It is the cry of human needs that his listening ear is attuned to, ever alert for. But the school teacher. A little more or less of the stuff assigned for instruction will matter little to Johnny Jones after he is full-grown and a man in the midst of the affairs of life. School-book problems in arithmetic, the riddles of grammar, useless dates and unimportant facts in history, the location of insignificant places in the study of geography, the spelling of hard words never found in the vocabulary of the average intelligent citizen, etc., etc. These are the useless things that encumber our courses of study. And so before many years the average teacher is tired of it all. She knows she is drawing pay for work much of which is useless and her enthusiasm for daily tasks burns low.

Unlike the doctors and the lawyers we have not kept in sympathetic accord with the multitude we have claimed to serve. True to the name pedagogue long ago conferred upon us, we have insisted upon leadership. We have crowded to the front of the world's innumerable company of pilgrims and thus, with our backs to the multitude, we have marched on in the pride of much learning,

> "Learning, that cobweb of the brain,
> Profane, erroneous, and vain,
> A trade of knowledge as replete
> As others are with fraud and cheat,
> An art to encumber gifts and wit
> And render both for nothing fit."

What learning? What knowledge?

> "The languages, especially the dead,
> The sciences and most of all the abstruse,
> The arts, at least all such as could be said
> To be the most remote from common use."

And this useless knowledge the wise old world has long ago thrown into its garbage barrel. But we turn to it again and again as the children of Israel to the flesh-pots of Egypt. Now the products of our educational scheme have too often been like the products of a certain hive of bees I once kept at school. With great expectancy I put on a super with twenty-four little frames for the golden treasure. But the summer rolled by and another summer and another and never a frame that had market value. All were meagre and mis-

shapen. In defense of my bees I used to remark, "What do you expect of school bees? Don't you know school hives are for school observation and not to be commercially profitable?" And I have heard tell, likewise school farms under the management of school agriculturists.

To quote farther the confessions of the aforementioned pedagogue: "Our profession fosters a devotion to methods and petty devices." How much our educational system is like the old nursery jingle:

> "Cat won't kill rat,
> Rat won't guard rope,
> Rope won't hang butcher, etc."

Can't we get piggie over the style without the old woman's manifold troubles?

I once heard the superintendent of London schools say: "We're modern in our educational ideas and ideals, as will be apparent if you visit our Teachers' Training Colleges, but British Institutions change so slowly. With you in America it is so different." Now, honestly, is it so different with our educational institutions? Are these typically American? Can they be compared with other institutions that are marked by re-birth and new baptisms? I hear ringing down the ages the words of the greatest of teachers: "Ye must be born again." Conceived of the Zeitgeist, the ever present spirit of the times, the mother-spirit of our educational system must give birth to a new child, a child that shall lead our children into the broad highway of real life, the present life, with present needs, present opportunities, and present responsibilities. Our work and the world's work have not been along parallel lines. The ways have been divergent, but the tracks of schooldom are being swung on the pivot of a broad utilitarianism to run side by side with Moses of the world's work, a utilitarianism, which, in the definition of a true twentieth century schoolman includes not only vacational training but religion, art, music, literature, the drama, civic ideals, etc.

In the future there will be special training for the few experts and scholars needed but our common schools will subserve the needs of the many, those that will become world workers. To rid the curricula of our Elementary and High Schools of effete knowledge must be the immediate and urgent task of all.

Dr. Jordan in his little book, "The Call of the Twentieth Century," challenges the teaching profession by the following prophetic and stirring message: "The history of the future is

written in the schools of today and the reform which gives us better schools is the greatest of reforms." Then:

"Let the dead past bury its dead,
Let us act in the living present."

* * *

STATEMENT REGARDING SCHOOL WOMEN'S CLUBS

At a special meeting of the Federation of School Women's Clubs called by the President to meet at the Palace Hotel December 30, 1909, a committee was appointed to write for publication in the school journals, a short account of the purposes and plans of the Federation in order to answer the many inquiries made in regard to the organization during the meetings of the Association.

The Federation has entered the second year of its life and it is with much gratification that the members review the past and feel that an "efficient life" for the future is assured.

The prime reason for the formation of the School Women's Clubs and later of the Federation lay in the great need of co-operation among those who form the larger part of the teaching force in California. The lack of this co-operation in the past has failed to secure for them that professional recognition which other professions have and made it difficult to maintain standards of conduct and work worthy of the vocation. Women teachers have been slow to learn this need and to seize the opportunities for that broader outlook and greater usefulness in their pedagogical, social, and civic life which single handed were unattainable.

It is hoped that the number of clubs will greatly increase during the coming year. At present there are twelve representing all phases of school work, kindergarten, elementary, secondary, and normal. Each club is independent in its organization, mode of conducting meetings, and lines of work. In some the social as well as the educational side is emphasized, while in others activities suggested by the Committee of Education of the Federation of Women's Clubs have been engaged in. Among them are:

1. The raising of grammar school scholarships ($150) for children under fourteen years of age—the only method by which the child labor laws can be enforced without exception.
2. The co-operation with Parent-Teacher associations in
   (a) Improving and beautifying school house and grounds.

(b) In having the school play-grounds open under proper supervision after school hours.
(c) In providing open air class rooms.
(d) In introducing "play," folk dances, etc., that the children, especially in the large cities, may through their exercise, escape some of the temptations of street life.

3. The special study of the Juvenile Court Law.

So successful have these clubs been locally, and so fraternal a spirit has gone out that the Federation is the result. Of this mother society, Miss Agnes E. Howe of the San Jose Normal is the President.

In some localities, notably Berkeley, the School Woman's Club has federated with the State Federation of Women's Clubs. This was done at the request of the president of the latter in order that the women might be informed as to the needs along educational lines of both child and teacher, so that when legislation concerning school matters is proposed, they might intelligently use their influence to restrain or secure its enactment.

Eleanor M. Smith, Berkeley, Chairman.
Emily M. Dodge, Stockton.
Mary H. Past, San Jose.
Anna Wiebalk, San Francisco.
Flora Conover, Pacific Grove.

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THE BERKELEY REORGANIZATION PLAN

New Orleans, La., January 3, 1910.

Mr. Harr Wagner,
Editor The Western Journal of Education, San Francisco.

My dear Mr. Wagner: Your letter of December 18 was received shortly before I came away from my office. I have accordingly brought it with me on my Southern trip and am taking this first opportunity to answer it. I have not with me a copy of the plan proposed by Superintendent Bunker, but I think I have its general outline in mind.

You will remember that a plan somewhat similar to that proposed by Mr. Bunker has been under discussion in California for a number of years. I am convinced that it is well worth a serious trial, and I am glad to know that it is to be put upon such trial in the City of Berkeley. There are, as a matter of course, some dangers attending so wide a departure from current usage. While I recognize those dangers, I do

not regard them as insuperable or even serious, where the experiment will be under such careful control as it is sure to receive in the Berkeley school department.

If the break at the close of the sixth year should result in the loss of some pupils who would otherwise have remained in school two years longer, I believe that such loss will be more than made up by pupils who will be attracted by the new arrangement, where they would have been lost to the schools under the old arrangement.

I do not altogether share the feeling which has often been expressed, that the upper grades of our grammar schools are simply so much waste time. I was impressed by the remark of a recent foreign critic of our schools, an unusually keen observer, who said to me that in his opinion Americans fail to realize how good work is done by many of our grammar school teachers. He had himself found some of our best teaching in the upper grammar grades. At the same time, I believe we can get more out of these grades, for many of our pupils than we are now getting.

It has ceased to be an exceptional occurrence that a grammar school pupil goes on to the high school. In fact, our American people are coming to look on the high school as a school for all. Already some beginnings have been made in the way of extending the period of compulsory school attendance over a part of the high school course, for pupils who are not engaged in some lawful, remunerative labor. The statistical report of American education for the year 1909, which was sent to the printer before I left Washington, will show the surprising fact that our attendance upon secondary schools has already passed an annual total of 1,000,000 pupils.

It is plain, then, that we must cease to treat the high school as a luxurious appendage of our public school system, and treat it instead as one of the schools for practically the whole people. It should be organized in ways in which it can best serve the whole people. Personally, I am inclined to believe that this can best be done by organizing schools which shall overlap the present grammar school and the present high school, partaking in part of the characteristics of both, and making available for our seventh and eighth graders some of the higher method of instruction and wider range of studies which now belong to the high school.

With cordial greetings for the New Year, I am, believe me,

Very truly yours,

ELMER ELLSWORTH BROWN,

Commissioner.

THIRD INTERNATIONAL CONGRESS

By Elmer Ellsworth Brown

The Third International Congress to discuss the education of children at home will be held under the patronage of the Belgian Government, in connection with the Universal Exposition at Brussels in August, 1910.

The idea of bringing together competent persons to discuss the subject of home (or family) education in its various bearings, and to formulate methods for promoting the physical, intellectual, and moral well-being of children, originated in Belgium, and the First National Congress with this object in view met at Liege in 1905.

The Third Congress, which is now announced, will extend and define the work already so auspiciously begun. The character and scope of the movement in its present stage of development will be, perhaps, best understood by referring to the program issued by the organizing committee of the Congress, which has been prepared in the light of the experience gained in the former meetings.

Section 1. The study of childhood.

Sec. 2. The education of children; (a) general questions; (b) the education of children by their parents in the home; (c) co-operation of the family with the school; (d) education in the home after school.

Sec. 3. Abnormal children.

Sec. 4. Various subjects relating to childhood.

Section 5. Documentation.

Membership in the Congress entitles to a copy of the Proceedings. The membership fee is two dollars, and may be sent either to the General Secretary, 44 rue Rubens, Brussels, or to the Secretary of the American Committee.

Administrations, educational bodies and philanthropic societies can take part in the Congress and be represented by a delegate. A subscription must be paid for each delegate.

Those who subscribe not less than ten dollars become honorary members. Subscriptions of this type are needed to defray the general expenses of the propaganda.

Papers and discussions may be presented in any of the following languages: French, German, English, Dutch, Italian and Spanish.

Americans wishing to participate in the discussions of the Congress, or to further its work by becoming members, should communicate with the Secretary of the American Committee, Professor W. C. Bagley, Urbana, Illinois.

THE MODEL SCHOOL LIBRARY

The Model School Library was prepared by a joint committee of the California Teachers' Association and of the California Library Association; the object being to form a collection of books that could be sent out to the county institutes, so that country teachers far from book stores could examine and select just the books their children needed.

There have been many requests for a graded list of the books in the library. It is impossible to arrange such a collection absolutely by grades; so the best form seems an alphabetical list with suggested grades.

Most of these books, except the latest ones, have been tested in the library of the San Francisco State Normal School and are the books that children like to read, not the books that "grown ups" think they ought to like to read. The editions are, in many cases, the cheap school editions, but all are in good strong bindings that will give good service in the school library.

The idea has been to make this an "All around library" for a country school having all the grades, so the list includes history, science, geography, etc., as well as stories for the children and a few novels for the upper grades.

The notes have been taken largely from Miss Alma M. Patterson's Book list in Bulletin No. 8, new series, of the San Francisco State Normal School; The Carnegie Library of Pittsburg. Books for school grades, 1-8; The list of books for school libraries of Alameda County, 1907; List of books prepared by the Oregon Library Commission 1906.

The Model Library is at present in the California State Library.

(4) Aanrud, Hans. Lisbeth Longfrock. Ginn, 40c. A vivid description of the life of a little girl on a Norvegian farm, delightfully told.

(7-8) Abbot, W. J. American merchant ships and sailors. Dodd, $2.00. American shipping from colonial days to the present time, including coastwise, oversea, river, lake, and fishing craft. Accurate.

(7-8) Adams, C. C. Text-book of commercial geography. Appleton, $1.30. Very good reference book.

(4-7) Alcott, L. M. Eight cousins. Little, $1.50. A jolly story of one little girl and her seven boy cousins.

(4-6) —Jack and Jill. Little, $1.50. Story of the busy and happy days of a boy and girl recovering from the results of an accident.

(4-6) —Little men. Little, $1.50. Life in a boys' school.

(4-8) —Little women. Little, $1.50. Following the growth of four wholesome girls to womanhood. The very best story ever written for girls.

(4-8) —Old-fashioned girl. Little, $1.50. City life of a winning and sensible little country girl.

(7-8) —Rose in bloom. Little, $1.50.

(4-7) —Spinning-wheel stories. Little, $1.25. Stories read to a party of children during the Christmas holidays.

(4-7) —Under the lilacs. Little, $1.50. Story of a stray circus boy who found friends for himself and his remarkable dog at a country house.

(5) Aldrich, T. B. Story of a bad boy. Houghton, $1.25. Story of a real boy who was not so very bad.

(4) Andersen, H. C. Stories. Houghton, 50c. (Riverside literature series). Fair stories that have become classics for children.

(4) Andrews, Jane. Each and all. Ginn, 50c. A companion volume to the Seven little sisters, telling more of those happy children.

(4) —The seven little sisters. Ginn, 50c. Stories of little folks of other lands. Not enough illustrations.

(4) —Arabian nights. Stories from the Arabian nights. Houghton, 40c. (Riverside literature series). Excellent. The very best cheap edition.

(5) Arnold, E. J. Stories of ancient peoples. Am. Book Co., 50c. Very good.

(1) Arnold, S. L. Arnold primer. Silver, 30c. Good. Colored pictures fine. Binding fails.

(1) Arnold, S. L., and Gilbert, C. B. Stepping stones to literature; a first reader. Silver, 30c. Practical. Good reviews. Poems hard.

(2) —Stepping stones to literature; a second reader. Silver, 40c. Good lessons with seat work. Poems hard for the grade.

(3) —Stepping stones to literature; a third reader. Silver, 50c. Fairy tales, fables, poems, etc.

(7-8) Austin, J. G. Standish of Standish. Houghton, $1.25. A novel of early days in New England, vivid picture of life of the times.

(7-8) Bacon, A. M. Japanese girls and women. Houghton, $1.25. A delightful account of Japanese home life by an American teacher living in Japan and teaching in a Japanese school.

(7-8) Badenoch, L. N. Romance of the insect world. Macmillan, $1.25. Very interesting.

(6-8) Badlam, A. B. Views in Africa. Silver, 72c. (World and its people). Tells of the country and the people; a good supplementary book on Africa.

(3) Bailey, C. S., and Lewis, C. M. For the children's hour. Bradley, $1.50. An excellent collection of short stories and poems.

(1) Baker, F. T., and others. First year language reader. Macmillan, 25c. An attractive first reader. Colored pictures.

(2) —Second year language reader. Macmillan, 30c. Stories mostly of folk tales and child life, selected to interest the children and make them like to read.

(3) —Third year language reader. Macmillan, 40c. Material largely fairy stories and folk tales.

(4) —Fourth year language reader. Macmillan, 40c. Animal stories and tales of adventure.

(5-8) Baker, R. S. The boys' book of inventions. McClure, $2.00. Very good. Takes up such subjects as liquid air, wireless telegraphy, the modern motor vehicle, X-ray photography, etc.

(6-8) —Boys' second book of inventions. McClure, $2.00. Tells about new experiments in wireless telegraphy, solar motors, the miracle of radium, and other recent inventions.

(3) Bakewell, M. E. True fairy stories. Am. Book Co., 35c. Good stories, but not widely read.

(6-8) Baldwin, James. Abraham Lincoln, a true life. Am. Book Co., 60c. The story of Lincoln's life for boys and girls.

(4-6) —American book of golden deeds. Am. Book Co., 50c. The deeds of humble heroes and lovers of mankind. Very good.

(6-8) —Conquest of the old Northwest and its settlement by Americans. Am. Book Co., 60c. Very good supplementary history.

(6-8) —Discovery of the old Northwest and its settlement by the French. Am. Book Co., 60c. Struggles with Iroquois and Sioux, discoveries of the great Western lakes, and chapters on the Jesuit missionaries and the fur traders.

(2) —Fairy reader. Am. Book Co., 35c. Good. Favorite fairy stories for children well told.

(2-3) —Fairy stories and fables. Am. Book Co., 35c. Includes such old favorites as The Three Bears, Little Red Riding Hood, etc. Very well told.

(4) —Fifty famous stories retold. Am. Book Co., 35c. An excellent collection of classic stories.

(4) —Four great Americans. Am. Book Co., 50c. Excellent short biographies of Washington, Webster, Franklin, and Lincoln. One of the best books of biography for children.

(4) —The golden fleece; more old Greek stories. Am. Book Co., 50c. Excellent.

(4) —Old Greek stories. Am. Book Co., 45c. Excellent.

(4) —Old stories of the East. Am. Book Co., 45c. Stories from the Old Testament, delightfully told.

(2) —Second fairy reader. Am. Book Co., 35c. Folk stories from Austria, Bohemia, Scotland, Norway and Spain delightfully told.

(4) —Thirty more famous stories retold. Am. Book Co., 50c. A good addition to Fifty famous stories.

(6-8) Ball, Sir R. S. Star-land. Ginn, $1.00. Talks about the sun, moon, and other wonders of the heavens.

(6-8) Ballou, M. M. Foot-prints of travel; or, Journeyings in many lands. Ginn, 60c. A good book of travel. Lacks an index.

(6-8) Bandini, H. E. History of California. Am. Book Co., 75c. A very good and much needed short history of California. Fully illustrated.

(1) Banta, N. M., and Benson, A. B. The brownie primer. Flanagan, 35c. Good. Bright colored pictures of brownies; attractive lessons with repetition of new words; large vocabulary.

(6-8) Barbour, R. H. Behind the line. Appleton, $1.50. Story of college life and football.

(6-8) Barnard, Charles. Tools and machines. Silver, 60c. An interesting history of tools and their use.

(4) Barnes, A. M. Little Betty Blew. Lee, $1.25. An Indian story that children like.

(7-8) Barnes, James. For king or country. Harper, $1.50. Story of twin brothers who fought on opposite sides in the war of the Revolution.

(5-8) —Yankee ships and Yankee sailors. Macmillan, 50c. Stories of the American navy in the war of 1812 that boys like.

(4) Bartlett, L. L. Animals at home. Am. Book Co., 45c. Good descriptions of animal life.

(1) Baum, Millicent. The little helper. Silver, 28c. Attractive little primer. Colored pictures.

(1) —The little helper; book 2. Silver, 32c. A supplementary primer. Some colored pictures.

(4) Baylor F. C. Juan and Juanita. Houghton, $1.50. Very good story, founded on fact, of two Mexican children captured by the Indians, how they made their escape and found their way home. Children delight in it.

(5) Beebe, M. B. Four American naval heroes. Am. Book Co., 50c. The four heroes are Paul Jones, Oliver H. Perry, Admiral Farragut, and Admiral Dewey.

(4) Bellamy, C. J. The wonder children. Macmillan, $1.50. Short stories from the pleasant land of "Make believe."

(4-5) Benton C. F., pseud. of C. B. Burrell. Saturday evenings. Estes, 75c. What Christmas brought to a little girl and how she learned housekeeping on Saturday mornings. The domestic little girl will find very interesting.

(3) Bigham, M. A. Merry animal tales. Little, 60c. La Fontaine's fables retold for the children.

(2) —Stories of Mother Goose village. Rand, 45c. Quaint illustrations. Readable stories about the characters from Mother Goose.

(4) Blaisdell, A. F., and Ball, F. K. Short stories from American history. Ginn, 40c.

(4) Blaisdell, A. F. Stories from English history. Ginn, 40c. Excellent.

(5-6) —Stories of the Civil war. Lothrop 30c. Stories and poems about the brave men who fought in the Civil war.

(2) Blaisdell, E. A., and M. F. Boy Blue and his friends. Little, 60c. Very attractive. Stories in prose based on nursery rhymes. Children read it with interest.

(1) —Child life primer. Macmillan, 25c. Good. Attractive, well graded lessons; good illustrations in color.

(1) —Child life, a first reader. Macmillan, 25c. Interesting lessons, well graded; attractive colored pictures.

(2) —Child life in tale and fable; a second reader. Macmillan, 35c. One of the best second readers. Classic stories that children like best, well told. Good illustrations.

(3) —Child life in many lands; a third reader. Macmillan, 36c. Interesting descriptions of child life, with folk stories of the countries treated. Hard for the third year.

(4) —Child life in literature; a fourth reader. Macmillan, 40c. Good, Comprises rather long selections from children's classics.

(5) Blanchard, A. E. Daughter of freedom. Wilde, $1.50. Good story for girls.

(5 —Girl of '76. Wilde, $1.50. Story of revolutionary times. Girls like it.

(1) Blodgett, F. E., and A. B. Blodgett readers; a primer. Ginn, 30c. Very good. Attractive pictures; good lessons; reviews; but too many new words to a page in first lessons.

(1) —Blodgett readers; a first reader. Ginn, 30c. Excellent.

(2) —Blodgett readers; a second reader. Ginn, 35c. Excellent. Bright, interesting lessons well told and graded. Good pictures.

(3) —Blodgett readers; a third reader. Ginn, 45c. Third book of an excellent series. Fresh, interesting material; lessons that instruct and uplift.

(4) Bradish, S. P. Stories of country life. Am. Book Co., 40c. Good account of country industries.

(7-8) Brigham, A. P. From trail to to railway through the Appalachians. Ginn, 50c. The history of roads in the Eastern United States.

(7-8) Brooks, E. S. Historic Americans. Crowell, $1.50. Delightful sketches of the men who have helped to make the United States.

(4) —True story of U. S. Grant. Lothrop, $1.50. Excellent. Appeals especially to boys.

(7-8) Brooks, Edward. Story of the Iliad. Penn, $1.25. Of the quarrel that arose among the Greek chiefs at the siege of Troy and of the dire results.

(7-8) —Story of the Odyssey; or The adventures of Ulysses. Penn, $1.25. In the Odyssey we roam from land to land and from sea to sea; and the restless hero never seems so much at home as when he is on his galley's deck.

(5-7) Brooks, Noah. Boy emigrants. Scribner, $1.25. A good story of crossing the plains to California in early days.

(2) Brooks, S. D. Brooks's readers; second year. Am. Book Co., 35c. Very good. Contains several new stories.

(1) Brown, C. L., and Bailey, C. S. Jingle primer. Am. Book Co., 30c. Lessons from familiar nursery rhymes; large vocabulary.

(2) Bryce, C. T. Robert Louis Stevenson reader. Scribner, 40c. Simple prose lessons, each leading up to the verse that follows "The child's garden of verses." Illustrations good. This book is greatly appreciated by the children.

(4) Burnett, Mrs. F. H. Little Lord Fauntleroy. Scribner, $1.25. An interesting story, made worth while because of the beautiful and kindly spirit shown by the child to those about him.

(4) —Sara Crewe. Scribner, $1.25. A romantic and improbable story, but children are fond of the dear little heroine.

(3) Burnham, Maud. Descriptive stories for all the year round. Bradley, 50c. A charming little book telling of children's experiences in the country.

Burrell, C. B., see Benton, C. F., pseud.

(4) Burton, A. H. Four American patriots. Am. Book Co., 50c. Henry, Hamilton, Jackson and Grant. Excellent; gives faithful picture of the times. Will tend to make children better Americans.

(5) —Lafayette, the friend of American liberty. Am. Book Co., 35c. Good.

(7-8) Butcher, S. H., and Lang, Andrew. The Odyssey; done into English prose. Macmillan, 25c. (Pocket classics). The most stirring episodes of the original are given in the Butcher and Lang translation and the connecting story is told in a simple attractive way.

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(To be concluded in the April Number.)

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EDITORIAL

"Poor" Teachers!

We have heard and do hear a great deal about the poor quality of teachers. Especially in gatherings of superintendents or members of Boards of Education, whenever the ineffectiveness of the system of schooling is made apparent, we are sure to hear the melancholy refrain of "poor" teachers. When it is pointed out, for example, that pupils are toppling over one another in their scramble to desert our sixth, seventh and eighth grades, there is always a limp-eyed, shrunken-shouldered superintendent, with a wailing note of utter despondency in his voice who rises to explain that the cause is "poor" teaching. When it is pointed out that our high schools are attended only by a few unprotected girls and boys, we are told that the phenomenon is due to instructors who are not teachers. Or when it is shown that over one-half of the pupils, on the average, in our primary grades are hold-over pupils who failed so utterly that they must make a fresh beginning, we are informed that the final and insuperable obstacle in their advancement is the hopeless inefficiency of their teachers. This generally is the end of the discussion and the superintendents go back to their routine of visiting the classes and of drawing their pay.

Two important considerations have evidently escaped their attention:

1. That if the quality of teaching is bad then it is a condition of their problem—a factor to be figured upon, allowed for, and overbalanced. Do sailors give up sailing the seas because of a few unfavorable winds? They even sail against the wind. Do farmers give up growing crops because some of their lands are desert? Even these deserts have been made to bloom as gardens. The machinery of our schools need not be stopped because a few teachers are inefficient, provided the administrative officers regard this fact merely as one factor in a number of factors and probably one which at best is a very small and obscure one. For the administrative officers to throw up their hands and allow the schools to run upon the rocks, demonstrates the inefficiency of administration, not of the teachers.

2. The theory of inefficiency of teachers as the direct or even important cause of all diseases to which the schools are heir is untrue. When the courses of study constructed by the administrative intellects contains, as they generally do, more to be accomplished in the first grade, in reading, writing, language and possibly in number than can be accomplished in two years, when double the number of helpless, dependent beginners are assigned to one first grade teacher than any human teacher, or one dozen of those superintendents who complain, could possibly teach, when the exactions of the sixth, seventh and eighth grades in arithmetic, history and formal grammar are beyond the possibilities of any pupil with Absolute Perfection for a teacher to accomplish, when the high school curriculum is loaded, by these same administrative wiseacres, with mouldy fodder that even a goat would not touch, then it is mere indecent scurrility to abuse teachers except for their down trodden meekness in attempting to do what is manifestly impossible. It does not require keen wisdom to discover that the blunders, crimes and stupidity of our education lie, not upon the teachers, but at the door of administration. Until these huge obstructions of mal-administration and of the follies in the substances taught are removed by crow-bar and jack screws it is absurd to be looking for motes in teachers' eyes.

* * *

A Sad Epitaph

Mayor McCarthy has stated, with some commendable emphasis, that his purpose in attempting to remove the Taylor

Board of Education is to take the schools out of politics. He says he intends to give the schools an administration which shall bring the clear cut realization that the school department is not a personal chattel, and that efficiency and not decay shall be the measure of those in responsible charge. Nevertheless prevailing sentiment, as yet at least, does not give to the Mayor full confidence in the sincerity of his purpose. Doubtless the attack upon the personal honesty of the members of the Taylor Board rebounded from the accused to the accuser for no one has ever questioned the personal honesty of the Taylor Board especially in such matters as collusion with school supply houses. Perhaps the method of taking possession of Board rooms, by means of the crowbar was not reassuring. While few would support the Mayor in the assertion that the Taylor Board had pursued a "subtle scheme to do red hot politics in the schools' yet the most stanch supporters of the Taylor Board will not maintain that the members have ever driven existing evils out of the schools. If such an attempt had been made the noise and acclaim of the hubbub thereof would have been heard from Dan to Beersheba and it would have been told even in Gath. On the contrary, the Taylor Board has been a mildly inoffensive body apparently more fearful of politicians than feared by them. They have puttered conscientiously with clerkly duties floating on the surface while the old undercurrents of mismanagement of the large affairs have swept on in their accustomed channels. No sitting hen ever mothered a nest of infertile or decayed eggs with more serious attention to business than they have cared for the outworn, inefficient, and worm-eaten system of administration in their charge. Yet the period during which they have occupied office has been the one fortuitous tide in the affairs of the schools when an efficient system could have been introduced. Opportunity knocked at the door but no one seemingly was at home, and it passed on in the night. It is a pity that no better epitaph can be written of an administration by officials clearly standing for high personal character and ideals.

* * *

The Lady or the Jackal?

What the San Francisco school department needs is an entirely new and different system of administration. There are capable men and women in the San Francisco school department eager to put their shoulders to the wheel which turns the machinery that will serve the real purposes for

which schools are created. The present system was evidently designed for the galley slave trade. For years the directors have given their time to gloomy and profitless labor upon the assumption they were governing an inefficient and unwilling teaching force. This assumption can do more, and has done more, in one day, to wreck school departments, by making all teachers' work inefficient, than the meagre and scattering handful of inefficient teachers could accomplish in a life time.

San Francisco schools need a system with the intelligence, honesty and dynamic force by which a course of study may be constructed that will make it practicable for efficient teachers to secure results; by which the right kind and the proper amount of study can be assigned to each grade; by which each teacher can be given the kind of work she can do best and is anxious to do; by which the work of each school can be carried on in utmost harmony by due and respectful attention to honest judgment of teachers and principals in their proper capacity. Above all the administration must be such at once to command the confidence and respect of the department, and all must realize now and for all time that personal success comes to him only who best serves the purposes of schools and that personal recognition does so come with the certainty of death and taxes. The notion of inefficient teachers is, to a large extent, a fever dream that affects the vision of an incompetent, dishonest or unintelligent administration and is dissipated into thin air when the attention is diverted to the proper direction of the efficient teachers. Time and again new school administrations have promised this type of system but the promise has merely been a blind to conceal a pack of famished jackals eager, when unleashed, to pull the bread of wisdom from the mouths of our babes.

If only a Roosevelt, inspired by a purpose of schools for the sake of schools, armed with the sword of a square deal to all forces of helpfulness, and protected by an armor of transparent disinterestedness could sound a bugle blast of leadership, the latent forces in the San Francisco school department would respond. The note of this bugle call must be one of actual sincerity, for too often have the members of the department risen in the night to let down the drawbridge in welcome to some knight from King Arthur's court, knocking at their gate, only to discover, after he was admitted, a new disguise for an old type of chicken thief looking for fresh eggs to suck. Has Mayor McCarthy sounded a Rooseveltian call? Work of a heroic character must follow this bugle call.

There must be brain to devise the system and civic brawn to

enforce it. When legal entanglements are cleared away and the final signal shall be given, which shall step into the arena, where stands waiting the little child seeking an education—the lady or the jackal?

Or, can the Taylor Board with a new lease of life by court injunction, transmute passively good intentions (with which, by the way, hell is paved) with intelligent and effective action?

* * *

The Berkeley Course of Study

Superintendent Bunker of Berkeley has set on foot a movement in education that is very properly attracting a great deal of attention. On the surface the plan simply involves the grouping together of the last two years of the grammar grades and the first year of the high school into a new school division to be known as the Intermediate School. But in this simple operation is involved a complete reorganization of the course of study for the first nine school years.

This change, already in operation, has touched directly almost every sensitive educational question, and the real pith of the movement is likely to be quite obscured in the dust that is being kicked up along all the lines of stock pedagogical dispute: "What is its relation to the doctrine of adolescence?" "How does it affect the articulation of our school system?" "What administrative advantages and disadvantages does it offer?" "How does it bear upon that chronic sore spot: the desertion of children from school with an educational half shell upon their backs?"

Without disparaging the significance of some of these questions, let us suggest that they are not the proper point for discussion concerning the new Berkeley plan. Such of them as are worth answering will be answered and answered right if Mr. Bunker's reorganization does that one thing most needed of all things by our school system: improves the worth of the curriculum by providing a course of study with a content full of living values. It is upon this question that the success and educational significance of Mr. Bunker's reform hangs: Will it insure to the common schools a curriculum all parts of which have their place in the preparation for effective living?

* * *

Reduction of Swollen Courses

Anyone who is satisfied with the present course of study of the grammar and high schools, suffers not from scarcity

of evidence, but rather from lack of understanding. There is time lost in the grammar grades through duplication of work in history, geography, and in padded courses in arithmetic and grammar. In the high school the four years are still occupied by the old line, narrow-gauge content built up on the dogma of formal discipline of the fabled mental faculties and maintained since the death of that doctrine by a combination of sophistry and inertia. The Berkeley plan proposes that the real values in the old eight years of work should be boiled down to six years. Only those who mistake sawdust for real flesh and bone will deny the desirability of this condensation.

This result, an elementary course of study made up exclusively of the absolutely necessary elements of education, each one of which is to be tested by its worth to all comers, will be well worth all the effort and thought required to work it out. It will place the elementary schools of Berkeley first in efficiency among the schools of the State, and at the same time will point all other school systems to the simple method by which they may also put their house in order.

* * *

The New Intermediate School

Reform in the elementary curriculum is needed and is surely coming. Berkeley may lead the van with her new six year course, but with or without Berkeley a vitalized common school course of study is even now in the making in progressive school systems everywhere. It is in the New Intermediate School that Berkeley has the chance to do a distinctive piece of pioneer work. This course, comprising the seventh, eighth and ninth school years, is laid off in the midst of what is now our educational Sahara. Superintendent Bunker has before him the work of making these desert years bear a rich harvest.

Think what such a course could be made! There could be a course in literature in which children would be given their share in the world's best lore. There could be exercises to improve their use of the mother tongue in writing and speaking. There could be a course in popular science, and later in general science, by which each pupil would be given a knowledge of the wonderful applications of science to human use. There could be a course in civics in which the problems and situuations of life, rather than the scholarly classifications of the text writer, would be the marrow. There could be courses in the World's Work, in American Problems

and in Good Health. And there could be a capstone course called Life Work, in which each pupil might be given an outlook over the various vocational paths.

How would you like your son to take such a course? Say! How would you like to take one yourself? How would you like to trade those three years of pedagogical balderdash which you received in your day for this sort of a preparation for life? We do not know that Berkeley is to make the intermediate course such a broad highway into the interests of life. It may be that traditions among teachers and parents and in the overshadowing university will prevent. It may be that at best algebra, French, Latin, and dessicated science, *a la mode*, will be the bill of fare. Heaven forefend!

If Superintendent Bunker has the power and the permission, as he has the light and the desire, we may find in Berkeley an intermediate school that will shine as a torch of light for the commonwealth and the nation.

* * *

Rescuing the High School from its Friends

State Superintendent Cary of Wisconsin is making a vigorous campaign for a more useful system of high schools. He points out convincingly the fact that the high schools are not meeting the real needs of the communities in which they exist, and he further shows that these schools can never hope to adjust themselves to meet these needs until three fundamental conditions have been brought about:

First. These schools must be free from university domination.

Secondly. The schools and courses must not be standardized but must be left free to develop along the particular lines of growth suggested by the needs of their respective communities.

Thirdly. The higher State institutions must unhesitatingly accept the graduates of modernized courses of study.

Under a system of university domination the high schools have run to seed. Not many years ago, in an attempt to bolster up the traditional courses in these schools the cry was raised that what was best for those who went on to the colleges was also the best for those who went out into the ranks of the world's workers. It is now very generally conceded that the mediaeval and the highly specialized work of the high schools is best for neither of these classes of pupils. It is to be regretted that it took the university authorities much longer than it did the public to find this out.

THE WEINSTOCK COMMITTEE ON INDUSTRIAL EDUCATION

The most important work of the recent session of the State Teachers' Association, from the standpoint of potential results, is the resolution which brings into being the Weinstock committee on industrial education. This resolution reads as follows:

"Relating to Industrial and Technical Education

"Whereas, The courses of study offered in the traditional high schools are suited to the educational needs of only a small minority of young people of secondary school age; and

"Whereas, There is an urgently increasing demand that provision be made at public expense for the educational needs of the great majority of such young people, therefore, be it

"Resolved, By the California Teachers' Association, that the question of industrial and technical education be referred for investigation to a Commission on Industrial Education, the nucleus of whose membership shall be a committee of ten, not more than four of whom shall be persons engaged in school work, and that we respectfully request Mr. Harris Weinstock to act as chairman of such committee, with power to select the remaining members of the committee and to increase the number of persons upon this commission as the work of the commission may require. Further, that we request this commission to report its conclusions as early as October, 1910, in order that opportunity may be had for their discussion at the meetings of the various affiliated bodies before the next legislature shall convene."

Whatever anyone may believe as to the ultimate solution of the matter, the problem of industrial education deserves a thorough investigation, and that as soon as possible. The demand is rapidly becoming imperative for better life preparation for the mass of boys and girls—especially for that overwhelming majority of boys who drop out between the sixth and tenth school years to go to work. The State is beginning to awaken to the needs of these boys, and a State only half awake is apt to blunder in what it does. Some communities are investing heavily in manual training. Others are clamoring for polytechnic high schools. Still others are shaken by the clamor of leaders for something which they are unable exactly to describe, but which they call trade schools. At the last session of the legislature half a million was all but placed at the disposal of San Francisco for a State industrial school.

Now, all these movements may be right, or all of them may be wrong. Most likely the latter, since they are all snap judgments in answer to a problem that requires deliberate, unclouded judgment for its solution. Whether right or wrong we cannot say until we have a full answer to the question, "What can best be done by the public schools to help the thousands of children who quit school to go to work?" Until the answer is forthcoming, such random discussion and construction as has been indulged in will continue to remind one of those unhappy misunderstandings which arose in the building of the tower of Babel.

From the character of its president, and by virtue of the composition of its membership, we may expect to secure from the Weinstock committee the best answer that has yet been made to the question before it. It is one of those rare committees from whose sanity and cool practical judgment we may expect much and not be disappointed.

* * *

Need of Common Sense—Not Pedagogy

Colonel Harris Weinstock, the president of the committee charged with the investigation of the needs and possibilities of industrial education in California, has a great work before him. Fortunately, he is just the man for the work. He is familiar as few men are with the conditions of education in this State for in 1900 he served as Chairman of the Educational Commission which reorganized the school law of California. He has just returned from a world tour during which, as special commissioner of labor for this State, he made a study of industrial conditions everywhere. Capitalists respect him as a successful and practical business man. Labor leaders know him as a friend of organized labor in all its fair strivings. The whole State has heard of him as an honest and fearless advocate of the common good. Besides, he has been one of the leaders in industrial experimentation by inventing and introducing into his own business enterprising plans for the advancement of his employees. He is, in short, that remarkable combination which may be referred to as a practical idealist.

The resolution organizing the committee provides that not more than four out of a minimum of ten members shall be school men. Therefore, the majority of the committee may be expected to represent the real party in interest, the people. If left to their own good sense, these representatives

should prove able to tell us something distinctly of interest to us. They should be able to give us in plain terms the demands that the world is making of the schools. It is time for us, especially when we come to consider industrial education, to foresake pedagogics, "psychologers," and other forms of pedagogical skull-duggery, for the practical, commonsense viewpoint of clear-minded employers, business men and tradesmen. The committee is about to undertake to solve a problem at which we have made some very poor guesses. Let us, for once, prove good listeners.

Where Colonel Weinstock will find four school men in California who know anything worth telling to their fellow committeemen concerning industrial education would be hard to say. Four such, there surely are not within the State, though fire and brimstone were the penalty in their default. Still, no harm will result from the presence of the school men on the committee, unless the lay members some way get the notion that the schoolmasters can tell them what they should do. If the discussion gets out into the Great Dismal Swamp of pedagogical speculation, if theorizing takes the place of common sense needs and common sense ways to meet them, then the whole project will have come to naught. As soon as "adolescence" and "moral training" and "work centered interests" and "training in accuracy" begin to be the centers of discussion we will be worse off when we are through with the business than we were when we began.

But let us hope for the best, counting the while upon the excellence of the plan upon which the committee is founded to carry it through. With industry, common sense and the world's sane viewpoint to guide it, the work of this body of men may yet mark a turning point in American education.

* * *

The Illinois State Teachers Association elected Mrs. Ella Flagg Young as President. The State Associations of Iowa and Wisconsin have also had women presidents. Winship calls it gallantry. This "Journal" stands for the right of women to hold high official position without regard to sex. The eligibility of women to hold office should not be based on gallantry or expediency, but upon merit.

* * *

Teachers should send 10 cents to H. J. Snyder, Mexican Central R. R., Flood Building, S. F., for a copy of "Mexico Today." It is the finest kind of an aid to teaching geography. Also ask for map of Mexico.

Western School News

Meetings.

The California Teachers' Association will hold its session December, 1910. A. Roncovieri, San Francisco, Pres., L. E. Armstrong, Oakland, Cal., Secty.

Southern California Teachers' Association will meet December, 1910, at Los Angeles.

Central California Teachers' Association will meet in March, 1910, at Fresno. C. L. McLane, President, Estelle Bagnelle, Secretary.

Northern California Teachers' Association, Redding; G. W. Moore, Colusa, Cal., President.

National Educational Association, J. Y. Joynor, South Carolina, President; Irwin Shepherd, Secretary, Winona, Minn. 1910 meeting, Boston, July 2-8.

President Benjamin Ide Wheeler of the University of California is on his way back from Berlin. The subject of Dr. Wheeler's lectures at the University of Berlin was the sources of public opinion. President Wheeler was the recipient of many social and official honors. The Emperor gave him several informal receptions, and presented him with a marked token of esteem, and showed great interest both in the lectures and in the professional work of Dr. Wheeler.

* * *

David Starr Jordan, President of Stanford University, has signified his intention of retiring from the presidency of Stanford University when he has reached the age of sixty-five.

* * *

Dr. Gilbert N. Brink, formerly of the Department of Education of the Philippine Islands has been elected to the principalship of the Berkeley High School.

* * *

Morris C. James, who has been Principal of the Berkeley High School for fourteen years, has resigned to accept the position of Assistant Superintendent of the Berkeley Schools. The pupils of the Berkeley High School presented him with a gold watch as an ap-appreciation of his services.

* * *

The City of Fresno with its farmers' course and post graduate high school course, night schools, polytechnic, etc., etc., is certainly keeping abreast of the times under the leadership of C. L. McLane.

* * *

The United States Civil Service Commission at Washington, D. C., has difficulty in meeting the demand for teachers in Indian schools. While female teachers in the Boarding schools are needed, the greatest demand is for male teachers to take charge of the day schools. The wife of the teacher may be appointed as housekeeper at $30.00 a month, so that the combination of salaries will be fairly good, taking into consideration that the quarters are provided by the Government. The next examination will be held April 13th and 14th. A pamphlet containing full description of the examination may be had by writing to the Civil Service Commission, Washington, D. C.

Superintendent Babcock of Mendocino County will hold his teachers institute at Willitts May 3rd to 6th.

* * *

Superintendent C. N. Shane is the first to announce himself as candidate for re-election. Superintendent Shane has done excellent service and his work along the line of school activity is well known and appreciated in all parts of the State.

* * *

The County Board of Education of Tulare County has passed a resolution declining, after July 1, 1910, to accept certificates from other counties granted on examination in such counties. This action on the part of the Tulare County Board was taken in order to rule out the applicants who secured certificates in counties where cramming schools or factories exist. It is to be regretted that any County Board of Education in this enlightened age should rule out a teacher who has honestly earned a certificate in order to reach one or two isolated cases.

* * *

Chief among the innovations recently suggested by the new Superintendent of Schools of Berkeley, F. F. Bunker, is a Mother's School, wherein shall be taught infant hygiene, sanitary rules and other useful knowledge connected with the rearing of children. The Mother's Club of Berkeley is an active organization, and is said to be in favor of the proposed school. Other suggestions of Superintendent Bunker are: A public school kindergarten, a night school, a sewing department in the high School and physical training for both sexes.

* * *

Professor Chas. Mill Gayley of the University of California, who has the distinction of the very great honor of being able to say things in a readable way whether in poetry or prose, has written a book on education that has caused considerable newspaper notoriety, and will no doubt be of permanent value in awakening people to more freedom in educational thinking.

* * *

Dr. Foster, Director of Health and Sanitation for the Oakland Schools, has presented a plan for fresh air and outdoor schools.

* * *

Jesse E. Rich, formerly of the University of California, has announced himself as a candidate for school Superintendent in Yuba County.

A POPULAR CALIFORNIA SONG

"California, Queen of Old Columbia" is the most popular song for California schools yet published. It has been recommended by many of our best musical and literary critics. Price, 10 cents. Address Mrs. Jennie L. Thorp, Healdsburg, Cal., or The Whitaker & Ray Co., 770-776 Mission street, San Francisco.

Miss Florilla Wickersham, formerly of the Watsonville High School, died suddenly in Switzerland on March 2nd. Miss Wickersham was a most delightful personality and an English teacher who always left a deep impression upon her students.

* * *

The Oakland Board of Education will ask for a bond issue of $2,800,000 for new schools in Greater Oakland.

* * *

The Official Organ of the California Teachers' Association is strong on affinity poetry. See frontispiece and page 21, and then take advantage of the summer excursion rates to the North Pole discovered by Cook.

* * *

Governor J. N. Gillett has appointed H. A. Jastro, President of the State Agriculture Society, Special Commissioner to Europe to examine the Agricultural School Systems.

* * *

The Board of Education of South Pasadena at its last meeting voted unanimously to establish departments of Manual Training and Domestic Science in our schools. The work will be centralized in the High School building which is so situated as to be easily and quickly accessible to pupils from the four Grammar Schools.

* * *

The San Diego State Normal School will have a Summer Session again this year. It will be held from July 5th to August 12th.

The faculty will be made up practically of those teachers regularly in the San Diego State Normal School with the addition of Miss O'Kane of the Los Angeles Normal School faculty, who will do the work in drawing.

The work for this year will be almost entirely method work, so that the school will be open practically to teachers of experience only, and we hope thus to make it of particular value to the general teaching force of California.

The usual nominal fees only will be charged, as, for instance, fees for material used in laboratories, and a $2.00 registration fee. This means that the faculty of the Summer Session is giving its services to the State gratis.

* * *

Superintendent Alfred Roncovieri has been elected President by the Board of Directors of the C. T. A. for the year 1910, vice, Dr. A. F. Lange, not resigned—but who refused to accept the honor.

This Advertisement cut out of the Western Journal is worth $5.00 to you.

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Dr. J. A. Bergstrom of Stanford University died recently. Dr. Bergstrom had many friends and his death is a severe loss to the educational forces of the State.

* * *

Professor David S. Snedden, formerly of the Department of Education of Stanford University, is the Commissioner of Education of the State of Massachusettes.

* * *

Mr. Hebden of the Educational Department of Houghton Mifflin Co. is making a tour of the Pacific Coast in the interest of the fine line of educational books published by the Boston firm.

* * *

Robert Lloyd, the noted baritone, is available for lectures at institutes on the art of singing, with illustrations. His address is 2318 M. street, Sacramento, Cal.

* * *

The Century Magazine for February contains a comprehensive and valuable article on "Pensions for Women Teachers" by Lillian C. Flint.

* * *

J. M. Stark, former principal of the Vina school, is working in the forest service of Uncle Sam. The tenure is more secure than in the school.

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Book Notes.

"Graded Lessons in Language", Book Two, by Rosa V. Winterburn, has just been published by Doub & Company. This book has more essential points of excellence for service in the California schools than any other book published.

1st. The author in her long and intelligent experience as a teacher in the Stockton, San Diego and other schools has worked out each lesson in the workshop of the schools.

2nd. Technical grammar is treated as a tool to assist in the expression of thought. The pupil is not asked to write, write, write, but to write intelligently.

3rd. The book is manufactured, published and written as is a typical part of the newer and higher industrial art of the great State of California.

The author, Rosa V. Winterburn, is a graduate of the University of Michigan, and has pursued graduate studies at Columbia University and the University of France. She has taught in all the primary, grammar and high school grades, her first experience being secured in a country district school. She has had much experience in supervising the teaching of language in the elementary and secondary schools. Her last five years of supervision were in Stockton, California, just prior to taking up the graduate work referred to above. She is the author of "Methods in Teaching," published by The Macmillan Company, and of "The Spanish in the Southwest," published by the American Book Company.

The methods and subject-matter in Mrs. Winterburn's book are neither new nor untried. She and many other California educators have done for years all the work therein outlined. Her book puts into simple and definite form nothing but what has been thoroughly tested in both country and city schools.

* * *

English Literature, a text book for schools, by William J. Long, published by Ginn & Co., is one of the most attractive books on the subject yet published. The illustrations are of very great value. The treatment of the various author, sane, clear, definite, complete and well balanced. This book should replace speedily the old style books on the subject.

* * *

ESSENTIAL STUDIES IN ENGLISH

Row, Peterson & Co. of 378 Wabash avenue, Chicago, Co., Ill., have achieved a great success in the "Essential Studies of English." These books are used and endorsed in many places. They are based on the needs, experiences and interests of the pupils. The Grammar, and Composition published by this firm was recently adopted in Minneapolis after a spirited contest on the competitive merits of many books.

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THE WESTERN [illegible] EDUCATION
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Little Talks by the Way

By EDWARD HYATT

(Under this head Superintendent Hyatt will try to give some account of what he sees and hears and thinks in traveling about officially among the schools of California. It will be somewhat hasty and ill-digested, being jottings on the road. It will deal with personal experiences, and so may look egotistic. It will be subject to frequent change of opinion, and will seem inconsistent. It is done as a free and easy means of communication between the school people of the State and the central school office. If it provokes retort or comment, that will be printed, too, provided that it be brief and interesting.)

Longest Journey

During the present month I made my longest single journey within the State from Sacramento, namely, to Calexico, away, down, in the extremest southeast corner, on the Mexican line. It required three weeks'time, and included a great variety of educational experiences, enough to fill a book if they were all told. A hop, skip and jump over them will be better than nothing, perhaps.

*
* *

Central California Association

The first stop was at the fine, ambitious city of Fresno, where the five counties of Fresno, Kings, Tulare, Madera and Mariposa held an excellent teachers' association or joint institute as it might be called. The "drawing cards" were Luther Burbank and Dr. Jordan, but there were many other outside speakers. I thought the meeting was splendid, vigorous, breezy and inspiring.

The Burbank Lecture

Mr. Burbank's kindly, genial talk was given at the Washington School, with the windows darkened for lantern slides. The room was packed, the galleries were full, standing room was all occupied—but the great audience was hushed, intently listening to every syllable. No trouble about order or attention when something is provided that people want to hear! He described his experiments and illustrated his new creations with many a quaint touch of humor or pathos from his life. At the close he gave the teachers, those who got to him first, several hundred packets of his Crimson California Poppy, bred by selection from a wild plant he found in Sonoma County.

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The Spineless Cactus

Incidentally, Mr. Burbank effectually disposed of an allegation and the alligator concerning the advanced geography and the spineless cactus. It will be remember that some months ago a certain candidate for fame in a certain town of this grand commonwealth rushed into the public prints with a spectacular discovery that our innocent children were being damaged by wrong statements about this cactus and its origin. Mr. Burbank told the cactus story in some detail, publicly affirming the accuracy of the statements given in the text book and giving corroborative incidents.

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Over the Tehachapi

The next skip was to Los Angeles, by way of a night train. There was a great crowd of school people aboard, from southern points, and they told so many stories, laughed so many laughs, and jested so many jests that no sleep was possible till after 12 o'clock. We crossed the Mojave Desert in the stilly watches of the night and slid down into the City of the Angels at 9 o'clock next morning. We had just time to get breakfast before taking the train for the desert, two hundred miles to the east.

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The Youngest County

Imperial County is in the extreme southeastern county of the State, next to the Mexican boundary. If it isn't on your

map you can make it by cutting old San Diego County in two in the middle by a north and south line. The county seat is El Centro and the metropolis is Imperial. These towns are only four miles apart and can be easily seen, each from the other. There are other towns round about; Calexico, on the Mexican line, Holtville, where the electric power is generated from the drop of the ditch line, Heber, where a college is established, Brawley, where many canteloupes are raised—and all these are on what was the fierce and burning desert ten years ago.

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The Institute

The County Institute was called for a week's session in the Masonic Hall at El Centro by Superintendent J. E. Carr, who presided over the meetings with grace and good humor. Mr. Adrian, Mr. Keppel, Mr. Francis and Mr. Baldwin were on duty from without; and among those who took part among the local people were Mrs. Cameron, Mr. Arnold, Miss Dunham, Mr. Shufeldt, Mr. Nichols, Mrs. Anderson, and others. Trustee McKinney, of the Imperial High School, made a fine speech advocating higher salaries for teachers. There were eighty teachers in the institute. On Wednesday they adjourned to Imperial and took part in dedicating a new $40,000 high school.

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Have Good Nerve

I admire the nerve of these desert reclaimers. The Verde School district, near Holtville, had only seven children in the entire district; yet they buy five acres of land for a school site, build a school costing $4000, and are now preparing to sink an artesian well on the school ground at a cost of from $1200 to $1500 more.

The Holtville High School began in September, 1909, with twenty students but they have a ten acre site and have voted $65,000 for a building! Is it not wonderful?

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A Woman Did It

Miss Delia Fish, the Superintendent of Tehama County, can give her fellow superintendents a pointer. In her long and tiresome cross-country drives, she carries a thermos bot-

tle in her buggy, filled with hot coffee or hot milk. This often saves her life at critical junctures and is a great comfort at other times. When the sizzling hot weather arrives she will probably exchange the hot coffee for ice cold lemonade, made in the shade. Make a note of this, you who live in counties of magnificent distances.

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County Superintendents Observe

The post office authorities have called our attention to a small paragraph printed in fine type near the bottom of page 991a in the Rules and Regulations made and relating thereto, which declares that if a mailing card be double instead of single and have any writing thereon, then it is liable for two cents postage instead of one. The application on it is to our Certificate of Election for a School Trustee, which has a little square in one corner, saying, "Put a one cent stamp here." You who have any of these double cards on hand, please read "two cents" instead of "one cent"; and we will do something here to avoid the issue in the next supply printed.

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Honor from Afar

The April "Ladies Home Journal" has a splendid two page article, lavishly illustrated, describing the May Day Fete of the San Jose State Normal School. This festival has come to be a great annual feature of the school life. It is spectacular and magnificent, a rich and beautiful pageant, held outdoors on the lawns and amid the trees of the splendid Normal grounds. It engages the energies of great numbers of people, faculty, students and children. It is highly creditable to every one concerned. The school and the State have a right to be proud of its achievements and proud of this handsome recognition from abroad.

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Snow on the River

Our pile of waste paper, printed on one side, melted away like snow on the river as soon as the note about it appeared last month. Thirty thousand sheets went out about as fast as the boys could pack it. It argues well for the advertising possibilities of this great moral engine, doesn't it? Please don't send for any more paper.

Summer Normal School

The State Normal School at San Diego announces a summer session of six weeks, from July 5th to August 12th. It will consist largely of method work and is intended for teachers of experience. San Diego is one of the most charming places in the world in summer time. The Normal School has a splendid equipment and a noble location. I can heartily recommend any teacher wishing this kind of a vacation to embrace the San Diego opportunity. Address W. C. Crandall, Dean of the Summer School, for further particulars.

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The Schools of Stockton

I spent a day recently in the schools of Stockton, piloted by Superintendent James A. Barr. It was full of interest,

THE MONROE SCHOOL AT STOCKTON

Four rooms and costing $25,000.

full of life and suggestion. Two points stand out in my mind above the others.

When the city built its new high school it did not do so in the business section, on a pinched and narrow lot, but went away out to the suburbs, on a good trolley line. There it was possible to secure ten acres of land. Immediately that became the most attractive residence section of the city, and property advanced to a value four times as great. The school

has a splendid property, adequate and fit. There is something here for all school trustees to think about.

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An Architectural Gem

The other striking point in the Stockton educational plant is the Monroe School, of which a photograph is here given.

This is an elementary school, of only four rooms; yet it cost $25,000 for the building alone. It is a gem of a building, in Mission style, with Moorish towers and decorations. The roof is of real tiles. The only room upstairs is a handsome auditorium.

Now the interesting point is that this; the finest and handsomest and most expensive school of all is located, not in a fashionable quarter but in the poorest part of the town, the tenderloin, the abode of Japanese, Chinese, Koreans, Mexicans, Negroes and all that. The idea is that this squalid section is just where the city most needs to put up a beautiful house, well equipped to teach good ideals of living. A visit to Stockton is worth while.

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Good Idea for the Glorius Fourth

The president of the Playground Association of California sends the following letter, which seems to me a good idea, worth investigating:

Dear Sir: At the last meeting of the Board of Directors of this Association it was resolved that an effort should be made to incorporate play festivals to be held throughout the State on the Fourth of July and that a communication be sent to you bespeaking your assistance in carrying it to success.

We believe that proper play festivals at the cities and towns throughout the State would be a much more appropriate way of celebrating the Fourth of July than having processions and fire works, and we think the incorporation of this play festival idea will redound to the great interest of the playground movement, in which you are interested.

Please let us hear from you on this subject.

Yours truly,

O. K. CUSHING,
President.

New Manual Training School

This picture shows the new Manual Training School at Pomona. It is 40 by 105 feet in size and cost over $5000. Robert H. Orr is the architect. The rooms are 30x40 feet in size. There is a teachers' room, library, stock room, metal

NEW MANUAL TRAINING SCHOOL AT POMONA.

room, store room, lathe room and all other modern conveniences. There are lockers for the finished work of the pupils.

Stockton, Cal., February 28, 1910.

Mr. Harr Wagner,
Editor Western Journal of Education.

My Dear Sir: Be patient with the good folk who asserted that California could not support two universities, and who now declare that two educational journals are too many for our great State.

Just tell them that when Ben Franklin asked Mrs. Read for the hand of her fair Deborah, the thrifty mother looked upon his advances with disfavor, his future being banked upon the hazardous enterprise of establishing a printing press when there were already two printing presses in America.

Yours for progress,
—School Man.

Figures from the Statistician

By JOB WOOD Jr.

(Statistics are live and vital things when we learn how to us them. Mr. Wood is the Statistician of the Department of Public Instruction. He sends out the blanks, documents and official publications, receives the reports of teachers and superintendents, makes estimates and apportionments of school moneys; and then collects and tabulates the facts and figures about all these things. He will try to present each month some points derived from his work that will be of general interest to school people.)

WONDERFUL GROWTH OF THE HIGH SCHOOLS OF CALIFORNIA

The following table shows the wonderful growth of the high schools of California for ten years, 1899 to 1909:

Year	No. of Schools	Men Employed No. of Teachers	Women Employed No. of Teachers	Boys Enrolled No. of Pupils	Girls Enrolled No. of Pupils	Average Daily Attendance	No. of Graduates
1899	118	259	236	4,815	7,448	9,715	1,715
1900	120	250	236	4,790	7,389	8,975	1,562
1901	126	289	292	5,519	7,813	10,052	1,703
1902	139	295	311	5,830	8,462	12,148	1,907
1903	143	337	404	7,499	9,974	13,689	2,074
1904	162	370	485	9,219	12,230	14,489	2,248
1905	169	407	590	10,525	13,728	19,016	2,591
1906	183	445	692	12,374	15,701	21,397	2,810
1907	179	420	768	11,372	16,206	21,337	2,890
1908	187	480	834	14,102	17,912	24,267	3,168
1909	197	566	924	15,386	18,912	27,470	3,771
Percentage of gain in ten years.	167%	218%	391%	319%	254%	283%	219%

Year	Total Expenditure	Total Valuation of Property
1899	$ 729,687	$2,330,678
1900	413,913	2,073,046
1901	916,013	2,517,252
1902	1,007,646	3,044,122
1903	1,229,500	3,353,646
1904	1,517,790	3,820,845
1905	1,785,877	4,049,525
1906	2,118,849	5,093,014
1907	2,529,680	5,626,200
1908	3,154,935	6,571,382
1909	3,119,886	7,933,560
Percentage of gain in ten years	428%	341%

The total amount paid for teachers' salary has increased 350 per cent. That is, the total amount paid at this time is 350 per cent more than it was ten years ago. The expense given above includes all expenses, buildings, salaries, libraries, etc. The great number of buildings that have been constructed within the last few years has greatly added to this expense.

GATHERING STATISTICS

By Job Wood Jr.

There is a tendency on the part of teachers to consider the report which the law requires them to make a sort of useless requirement. As soon as the school has closed they feel that their duty is done and they are free to close the door and depart on a well earned vacation. But the law looks further than the year that has just closed. Other children are to be educated even though many of the last class may have graduated. The schools of this country must continue on and on and money must be provided to keep the schools going.

In the case of the elementary schools part of this money is apportioned on census, that is on the number of teachers allowed on census and part on average daily attendance. The State goes to great expense to determine the number of school children by taking the census. But it depends on the reports given in by the teachers to know the average daily attendance in the schools of the district and of the County Superintendents to know the attendance in the schools of the county. Last year the State gave to the counties $4,467,003.36 to be apportioned to the elementary schools and under the law every cent of this money must be paid to the teacher. Of this sum there was apportioned on average daily attendance $2,379,253.36 or 53 per cent. The teacher should realize how important is the report she is making and see that it is carefully and correctly made, and that it reaches the Superintendent on time. Last year one teacher in this State in order to compel the trustees to pay her money she felt she was entitled to decided she would not make the report and by so doing would prevent the Superintendent from making his report to the State Superintendent and that would prevent the apportionment of the school money to the several counties in the State. The Superintendent found a way of getting around the difficulty and the schools go on even though that teacher did not make the report. And the Legislature met that act by passing the following law:

Section 308b of the Penal Code. "Any principal, teacher, employee or school officer of any elementary or secondary school who refuses to use the text-books prescribed by the proper authority for use in the elementary or secondary schools under his charge, who causes any pupil to purchase any supplementary book or books for said pupils use in the

schools or **who refuses or willfully neglects to make such reports as are required by law**, is guilty of a misdemeanor, and upon conviction thereof shall be subject to a fine of not more than one hundred dollars."

The teacher's report blanks have been carefully revised and all statistics that are not needed by the State Office or by the County Superintendent have been eliminated. All teachers should carefully make the report and in the case of assistant teachers the report should be handed to the principal to be compiled into a total or principal's report for the district. If this is done in time and carefully done the Superintendents will have little trouble in making the report to this office.

High Schools

The law does not require each high school teacher to make a report but places this burden on the principal. It is his duty to see that the records of the several teachers are properly kept.

The change in the law governing high schools makes new blanks necessary for high school reports. The old blanks are of no use. The new ones have been simplified so far as possible and new data to comply with the new law added. Following is the law governing the making of the high school report:

Extracts from School Law Governing the Making of High School Report

Report of Principal

Sec. 1743 * * * * * * *

The principal of every high school shall annually, at the close of the term and prior to receiving his last month's salary and as a prerequisite for such salary, make out under oath and deliver to the superintendent of schools of each county in which any part of his high school district is situated, a full and complete report of said high school for the entire term or school year. Such report shall show the total number of pupils enrolled during the year, the average daily attendance, the number of teachers regularly employed, the course of instruction pursued, the text-books used, the total number of new pupils enrolled during the year, the total cost of maintaining school during the year, the name, post office address, and common school district residence of every new pupil attending the high school and residing in territory not

embraced in any high school district, and the total number of such new pupils, and such other information as may be required by the superintendent of public instruction or the county superintendent of schools.

"New Pupil" Defined

The term "new pupil" as used in this article and in article XV of this chapter, means a pupil who has not attended any other high school in this State since the first day of July next preceding his enrollment. The said report shall be made upon blanks furnished by said superintendent of public instruction, as other school report blanks are furnished, and in the case of a joint union high school district the statistics of attendance and other data for each county separately shall be given in said report.

Net Cost

Sec. 1758 * * * * * * *

The net cost in any year of educating a new pupil attending a high school and not residing in any high school district shall be the excess, if any, of the total cost, for such year, of educating each high school pupil of the district maintaining such high school over the amount per pupil paid by the State to such high school district for that year.

Cost Per Pupil Defined

The cost of educating each high school pupil of any high school district shall be determined by dividing the total amount expended by the high school district for maintaining school during any school year, by the total number of new pupils enrolled in the high schools of the district during the same school year. The amount paid per pupil by the State to any high school district in any one year shall be determined by dividing the high school district's income from the State high school fund for that year, by the total number of new pupils enrolled in the high schools of the district for that year.

Last year the State gave to the high schools $339,482.21 of which $226,219.91 or 66 per cent was given on average daily attendance. This was $9.37 per pupil on average daily attendance. Those who give a little thought to the plan of apportionment provided for by law can but see that the real purpose of the Legislature in apportioning the money to the

elementary and high schools on attendance is to offer a premium to the teachers for keeping children in school. The compulsory education law has not been a complete success in causing children to remain in school so this plan has been provided to supplement that of compulsion. Those teachers and parents who realize that they can add to the income of the high school from $9 to $10 per pupil for each girl or boy kept in the school and a much greater amount for each boy or girl kept in the grammar school ought to do all they can to enroll every pupil possible and then hold them when they get them. The schools are for the education of the children and a pupil though he may not be able to "make a record in Latin" may get something from the school by being there.

State Board of Health

(The State Board of Health is the highest official authority upon the promotion of health and the eradication of disease in California. Its Secretary is Dr. William F. Snow with offices in the State Capitol. With the object of giving to the teachers of the State the best ideas and the latest investigations of this Board, Dr. Snow will edit articles of public interest under this heading each month.)

THE WATER SUPPLY OF SCHOOLS

By Herbert Coolidge

There is a fallacious old saying that for some unknown reason has the ring of truth—"Water will purify itself in running a hundred yards" (or a hundred feet, or any absurdly short distance). The true statement is that water **may** purify itself in running twenty-five miles. But the fallacious old saying was the only statement that the young man had ever heard, and, being thirsty, he drank from a stream which he knew caught the drainage from several Portuguese families and from a dairy that employed a half dozen men. Within two weeks he came down with typhoid fever. A month later he died.

This young man was twenty years old. He had attended school since he was six. He had a knowledge of one dead language and two that are not dead. He had passed successful examinations on the complex genealogies of adulterous Greek gods.

Not so long ago prominent educators were asked to include courses of sanitation in the college curriculum, and

in reply demanded: "What has sanitation got to do with higher education?" But that was yesterday. Today there is promise that the coming generation will have less instruction that they will forget and more that they will live by. Big institutions, however, are like big animals—they move slowly. And the California public school system is perhaps the biggest institution in the State. There will necessarily be a lot of tomorrows before the science of living is an established part of our public instruction. The interim will be a time of opportunity for school men and school women to prevent sickness and to save lives.

Pupils may learn some of the life-preserving principles through an investigation of their school water supply. A trip to the head-waters would be a safe release for the boys' energies some Saturday. A fifteen minute quiz or a written questionnaire would bring out a lot of facts about what is happening along the streams above. The testimony of those who go to the mountains in summer might be made the occasion of a composition exercise. In this way the distant portions of a very large watershed could be covered. Or, the whole subject might be combined with a lesson in California geography.

It could be explained in passing that in California the present decade is an era of gross water-pollution, and that the protection of streams by laws already on the statutes can progress no faster than the mind and conscience of the public are awakened. It is probable that if a wild horse or a wild Indian of fifty years ago could return to earth he would sniff and go away thirsty from the places where he used to water. One of our large rivers catches the sewer-discharge of half a dozen cities. Its tributaries are fouled by the drainage and garbage of towns and hamlets. Back in the mountains as far as one can get with a horse the human waste from mill-camps and timber-crews drains into the creeks. The water from this river is used without filtration by school children in a city of over 30,000 inhabitants. The practice of fouling streams and of drinking foul water will continue as long as people continue to think that water will purify itself in running two feet to two miles.

If your school well is deep and is bored through one or more strata of a hard formation or clay blanketed at the surface with cement outside of the steel casing, the water supply is in all probability safe. Water piped from a reservoir filled from a watershed where no one is allowed may also be considered a safe supply. Shallow wells, whether dug,

bored or driven, may be subject to surface pollution, or may get the underground seepage from cesspools or the vaults of toilets. Sometimes quite a deep bored well is contaminated because the casing has rusted out, or because of seepage down the outside of the casing to the water level.

A farmer to whom was being pointed out the danger of having his toilet within twenty feet of his shallow well remarked, "That's so; I guess I'll have to bore a new well." He was asked why he did not move his toilet and replace it by the safe and convenient dry-earth closet.

"Habit education" is beginning to receive serious attention by those who plan our school curriculum. Health and Sanitation are pre-eminently subjects that need to be taught by this method. Book knowledge alone will not lead children or "grown-ups" to ensure themselves of a safe water supply wherever they may happen to be.

Any water may be rendered safe from causing typhoid fever or other "germ" diseases by boiling twenty minutes, but it must actually boil. There are many excellent filter devices on the market, but some are better adapted to one kind of water than another. It is best to ask the local health officer what filtration system is best.

A teacher may give valuable aid to the health officer by arranging a schedule of weekly inspection trips for the children grouped in squads with assigned leaders. California is only slowly beginning to realize that children represent a force for health conservation which is as patent as are forests and water in the work of the world. The children, like the water, must be harnessed and their energy directed. If our schools do this wisely, the child will think the millennium of playtime has arrived.

* * *

Other things being equal, the better the teacher the better the school, and the higher the salary the more attractive is the position to the kind of teacher required. The compensation must be made sufficiently attractive to offset the obvious disadvantages of the average rural school life.—Superintendent S. C. Hutchinson, Andover, Mass.

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The Wrong Kind of Education

Education ruins the exception which proves the rule.

—Nietzsche.

A VISIT TO THE NIGHT SCHOOLS OF SAN FRANCISCO

By Thos. P. Brown

Of the Office of Supt. of Public Instruction

When opportunity was offered me a short time ago to visit several night schools in San Francisco, I hastened to take advantage of it for I always derive renewed ambition from watching young people who have been up against the world all day, digging away at night, and fighting off minute by minute the toxin of fatigue. From personal experience I know that night school study is far more difficult than study at home, and so believe that the young man or young woman who sits down in a hard school desk during the early evening hours to get an education, deserves to win out.

So I found my recent visit to the San Francisco evening schools both interesting and invigorating. I arrived a short time before the opening hour so as to see the principals handle cases as they came up in routine, and to observe the real inside working of these schools, of which the larger part of the careless public knows very little. For instance I was interested in the entrance quiz given by a certain principal to a Filipino lad who wished to be admitted.

"You have had some education in the Philippines," queried the principal.

"Yes," replied the lithe, young fellow.

"You understand English?"

"Not much to speak," was the answer.

"But you can read the newspapers?" followed up the school man.

The Filipino's face lighted up as he nodded assent, and here ended the examination. The principal knew where to place him. What better tribute, thought I, could one give to the press, which educates every one, all the time, everywhere. In another school the history teacher had a scrapbook at his elbow, filled with current newspaper clippings,—the history of today, minus of course perspective, and some other houyhnhnmics cited by pedants to prove that the history of our own time can't be written for fifty years to come. But who wants to wait fifty years? This San Francisco teacher doesn't, I am sure.

Three schools were within my range—typical ones, I was informed, of the splendid system which San Francisco is evolving to solve peculiar educational problems which have arisen along with its commercial greatness and geographical loca-

tion. These schools were the Humboldt Evening High, the Commercial Evening School and the Washington Elementary Evening School. At the last named school, I found a veteran school master in charge, Mr. A. H. MacDonald. He is now teaching his forty-ninth year in California. His one wish is to teach one more year—to round out a golden cycle of fifty years in the service of the State of California.

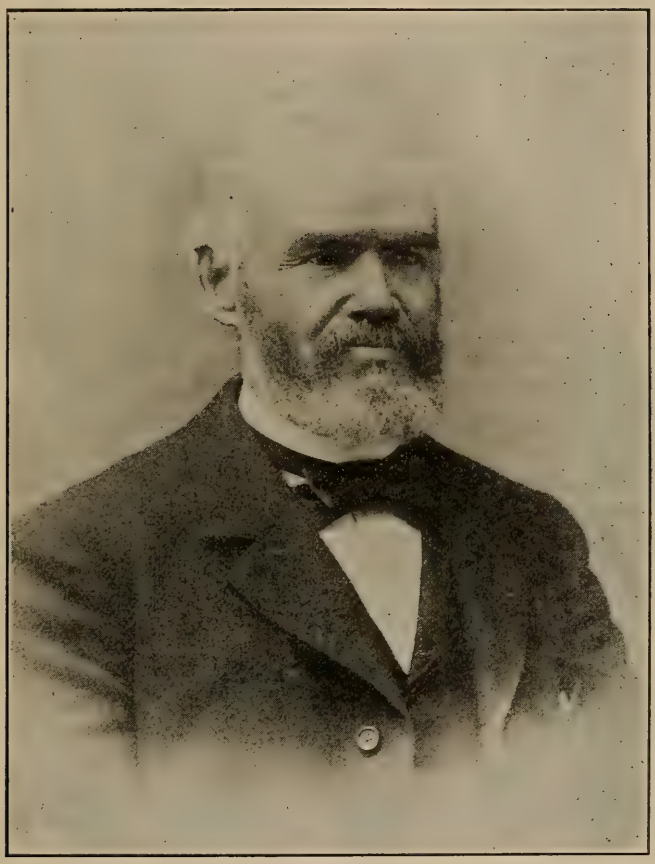
Mr. MacDonald was born in Nova Scotia and argonauted it around the Isthmus of Panama in '55. It would seem that his service in California almost has made him a Native Son. I ventured to ask him a personal question—his age. "That," said he, naively, "I never tell—any more."

Mr. MacDonald came to California as a civil engineer and started a private school in Dutch Flat, there being little civil engineering lying loose around at that time. Desiring him to teach the town school, the trustees put him through an oral examination. As Mr. MacDonald tells it, he struck a snag when one of them asked him for the "New Hampshire rule." Fortunately further questions brought out the fact that he was a civil engineer, and that therefore he must be versed in higher mathematics. The Dutch Flat school trustees had a goodly amount of homage for the mysterious symbols used in these upper strata and so he began to teach public school in the Sierras.

He taught in Placerville, and also in Sutterville—now no more. For ten years—from 1870 to 1880—he was principal of the Sacramento Grammar School. Then he went to San Francisco, and now counts thirty years service in its night schools, most of which was as principal of the Lincoln Evening School. Under his charge it grew from seven classes to forty-two, from which "swarmed off" several evening schools (to use Mr. MacDonald's phraseology), including the Commercial Evening School and the Humboldt High.

Today he cannot go into a business house in the big city of San Francisco without being greeted by an old school boy. many of them gray haired also. Among the boys who have gone to school to him were the three Crocker boys, Fred, George, and "Willie"—who is known in the big world today as William H. J. Wesley Reed and Timothy Hopkins, capitalist, conned their lessons under his eye, as did Robert Devlin, the attorney, and Hiram Johnson, the candidate of the Lincoln-Roosevelt people for the republican nomination for governor. And with it all, this school master of forty-nine years is still young, and still enjoying his rapidly lengthening retrospect.

In the foreign class rooms I enjoyed very much the acute politeness with which I was treated, and found upon questioning the class in "Naturalization papers," that the young men had a deep rooted idea that when they become Americans they will be free. I hope they will.



A. H. MacDONALD

Principal Washington Evening School, San Francisco. He has taught 49 years in California. To paraphrase Washington, Mr. MacDonald has grown gray in the service of his State, but he has never doubted her justice.

At the evening high school the young people were earnestly devoted to their week-end debate. The discussion was mainly offhand, calculated to train the young people to think as well as speak on their feet, while the topic was surely a timely one, considering the headlines and editorials of the local papers of that day—being the modern jury system.

The class in navigation was well worth more time than was available, and the work in the technical department was very closely adapted to the work (better say trades) in which the young men were employed during the day. Said the head of this department, "These fellows get ten hours schooling per day—eight hours in the shops and two hours at night."

The students in the commercial school were studying shorthand and typewriting and commercial law along lines carefully prepared with reference to actual business practice in the real business world. I was particularly struck with the care the principal of this school exercised over the young women. I think their mothers can be sure that their girls will not be absent from classes during school hours, without bona fide excuses. A city needs to guard its young women; this school is certainly exercising great pains in this respect.

It would be well for parents and others to visit these schools occasionally. There are some things therein that will bear looking into, that is, if you wish inspiration.

Superintendent Roncovieri tells me that when the new Polytechnic High School is completed and equipped, it will be utilized as an evening school where young mechanics may attend and be instructed in the scientific principles underlying their respective arts. That's splendid. Come on with the evening polytechnic high school. It will be a most valuable addition to the efficiency and scope of the evening school instruction.

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University of California, Department of Education

Berkeley, March 1, 1910.

Dear Sir: This Department wishes to have on file school bulletins, superintendents' reports, catalogues, printed proceedings of educational bodies, bulletins of normal schools and departments of education in universities, and educational documents in general. We are equipped to properly arrange and preserve these publications so as to render them increasingly useful to a large number of teachers. Will you kindly place our address on your **permanent mailing list?** We shall be glad to reciprocate if you so express a desire.

The Department of Education,
University of California,
Berkeley, Cal.

By the Secretary.

THE MODEL SCHOOL LIBRARY

(Continued from Page 158, March Number.)

(4-7) Keffer, C. A. Nature study on the farm, soils and plants. Am. Book Co., 40c. A primer in agriculture.

(5-8) Kellogg, E. M. C. Australia and the islands of the sea. Silver, 68c. (World and its people). Includes all the important islands and groups of islands, with the exception of the British Isles and Japan.

(7-8) Kennan, George. Tent life in Siberia. Putnam, $1.25. Story of the efforts of the Western Union to build a telegraph line up the west coast of America and down the east coast of Asia.

(7-8) King, F. H. The soil; its nature, relations, and fundamental principles of management. Macmillan, $1.25. An excellent and interesting book for the boy who is beginning to take an interest in the farm.

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LIKE CAESAR'S WIFE

Some time ago a high school wanted to change Latin grammars. The principal, who was supposed to owe his appointment to the kind services of the house whose book was then in use, very diplomatically stated that there would be no change unless several teachers of Latin could agree upon one text. Three teachers were united. One was willing to stand by the old book, and the fifth was open to "conviction." The man open to "conviction" soon afterward was requested to examine a manuscript of some kind, for one of the competing publishers. The fifty-dollar check received for this "examination," together with a little aid from a genial book agent, settled his "conviction"—a conviction so strong that soon two confreres capitulated to it. Then it was found that one of the two obstreperous ones was herself preparing a Latin text. Presto, the genial agent appeared and suggested that his firm would be delighted to have the first look at the manuscript. That left only one adversary, and she being of an agreeable disposition, joined the majority. And all this the result of an "examination"!

Human nature is frail. We would not want teachers to be anything but human. Nevertheless, professional opinion should not be "purchasable" under any considerations. Beware the Greeks, even bringing presents!—From N. Y. School Journal, March, 1910.

*

A VOLUME IN A NUTSHELL

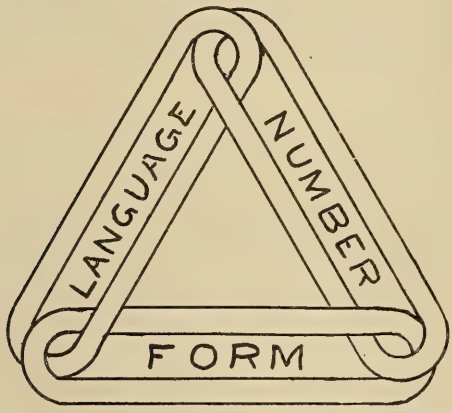
By D. R. Augsburg

The most numerous element that we see with our eyes and handle with our hands, is form. It is all about us and on the handling, modifying and changing of which, is based the industry of the world.

We communicate this form, tell its name, tell facts about it, what it looks like, describe its qualities, give its attributes, and talk and write about it, by means of an art called **language.**

We measure this form, tell how long, how wide, how high, give its quantity, its weight, its size by means of another art called **number** or **mathematics.**

Now there is a third are that is the very foundation of these other two, that is the supplement and complement of



both, that gives us a knowledge of and an understanding of form, that is necessary to its complete mastery. This art is called **drawing.**

These three studies should be the mechanical foundation of our whole educational system—drawing being the medium of form and color, language being the medium of communication and number the medium of measurement. These three form a complete mechanical basis for all other studies. Think it over.

But why, then, does drawing occupy such an insignificant place in our public schools today? Because instead of teaching the phrase of drawing which all can learn and use, we have been trying to teach the **poetry** of drawing which only the few can learn and fewer still can use.

The only way of making drawing useful is to bring it back to the people, to place it in the hands of the teacher and her pupils, and to rescue it from the hands of those who use it only for esthetic purposes and insist that all others shall do the same. Drawing should be used as the medium of form and color, and the mechanical basis of the arts and crafts including the engineering professions. It is not so taught and used now. Its principle use now is in trying to teach the esthetic element of form as used in picture making and decorations, both of which are subordinate to the teaching of the great element—form. Who will be the liberator to bring drawing back to its rightful heritage and place it on its mechanical basis where it can supply the missing link in our school system?

* * *

FORWARD, MARCH!

By Clarence S. Pixley

The evolution of modern education is likely to present such a rapidly changing appearance in the conditions we have been accustomed to that many of us will be mightily astonished in a short time to find how far in the rear of the procession we have dropped. We need hardly fear it to the extent indicated in a jokelet just going the rounds of newspaperdom, wherein a fond parent is made to say: "Oh, yes, our son is doing nicely in arithmetic; last year he finished false weights and measures, this year he is studying rebating and next year he will take up commutation of fines." Laying levity aside, it is true that there are many new things that we will need and that our children will need more; many things that we do not dream of introducing into the schools at the present time, that will, nevertheless, force their way there in a few years.

Who are we, to hold up our hands in horror merely because something is to be done now that we have not been doing, because something is suggested for our schools that we did not have to study, because something is coming into the lives of our sons and daughters that found no place in our own early existence? Do we not know of the time when the scientific farmer was regarded as a freak by his neighbors, when the mechanic did his work with hand tools, instead of supervising the machine which today does it with automatic precision? But it is not so easy to realize that the difference between today and tomorrow will be surprisingly greater than what we observe between today and yes-

terday. We will not meet the changing conditions by watching and imitating others. We must study our own conditions and make our schools, our teachers, our courses of study, fit them in particular.

For an illuminating example, let us look to Australia, where "classes in sheep and wool" are found in many schools. The Australians need to teach their children about sheep and wool, and why not give this instruction in the public schools, as well as the other necessary branches we have come to associate with the idea of a school? If classes in sheep and wool are good things for Australia, there are many things now foreign to the schoolroom which will be good for California. If we graduate students so that they are better fitted to meet conditions of life in their home State than in any other, we will be doing much to combat the nomadic restlessness that is pointed out as an American characteristic and which is more highly developed on the Pacific Coast than elsewhere. Why wait for the children to show us the errors made in their training, as they will do after the failure is completed? Do the trick in advance and not only earn their thanks, but give them a start in the right direction for the benefit of their children.

But we gain nothing by trying to pour water into a full vessel. Our children scarcely enter school till we find them fairly staggering under the burden of books they are expected to study. It is not the object of this argument to say that we are teaching even one subject that should be considered dead and useless, and as such eliminated from our scheme of things, although the time has passed when one making that statement may pose as a pioneer. What we can do, must do, is to study the real needs of the children, decide upon a mass of stuff that can best be spared, and then use the pruning hook with great vigor.

Some there are who are going ahead with confidence and blithe serenity, lending their whole strength to the furtherance of this big, new thing, which is barely touched upon above. In their enthusiasm they feel the potency of the idea as a physical being, always beckoning onward and leaving tracks that he who runs may see. The footprints of this big Thing, new and unfamiliar but pointing steadily ahead, are viewed with apprehension by others, those Crusoes of education who continue to grope where they have been marooned for many years. Let not their outcries of imagined distress cause faltering among those willing to follow real leaders toward the goal of ultimate ideals.

EDUCATIONAL LITERATURE IN CURRENT MAGAZINES

By Charlotte Casey

Pedagogical Department, Los Angeles Public Library

Adams, E. K. Ed. Rev., 39:238, Mar., '10. Psychological gains and losses of the college woman.

Adams, M. O. New. Eng. Mag., 41:521, Jan., '10. The new Darthmouth.

Ashmun, M. School Rev., 18:196, Mar., '10. Library reading in the High School.

Bachman, F. P. Ed., 30:368, Feb., '10. School superintendent and his training.

Bricker, G. A. Ed., 30:352, Feb., '10. Shall secondary agriculture be taught as a separate science.

Burnham, W. H. Ped. Sem., 16:437, Dec., '09. Scientific study of hygiene.

Carmen, G. M. School Rev., 18:108, Feb., '10. Co-operation in school and shop in promoting industrial efficiency.

Carron, F. T. School Rev., 18:186, Mar., '10. Robert Owen—Educator.

Charters, W. W. School Rev., 18:192, Mar., '10. **Spelling Hospital in the High School.**

Confessions of a Teacher. Jol. of Ed., 71:233, Mar. 3, '10.

Daniels, J. M. Ed. Rev., 39:144, Feb., '10. College athletics and physicial education.

Elmore, J. School Rev., 18:159, Mar., '10. Real basis for Latin Composition.

Fleishman, F. Harp. W., 104:9, Jan. 15, '10. A boy prodigy and the fourth dimension.

Flint, L. C. Cent., 79:618, Feb., '10. Pensions for women teachers.

George Junior Republic. Jol. of Ed., 71:260, Mar., '10.

Golthwait, J. E. Ped. Sem., 16:455, Dec. 16, '10. Importance of training the growing child in correct postural habits.

Hart, H. Ped. Sem., 16:464, Dec., '09. Care of the dependent child in the family.

Hewitt, J. H. Ed. Rev., 39:277, Mar., '10. Contributions to the history of American teaching.

Higgins, M. M. Kind. Mag., 22:215, Mar., '10. School garden movement and what it means to the kindergarten.

Hopkins, E. M. Ed. Rev., 39:165, Feb., '10. Critical period for the American college.

Hunter, W. B. School Rev., 18:166, Mar., '10. The Fitchburg plan of industrial education: Massachusetts.

Johnstone, E. R. Ped. Sem., 16:447, Dec., '09. Welfare of feeble-minded children.

Judd, C. H. School Rev., 18:84, Feb., '10. On scientific study of High-School problems.

Kilpatrick, V. Ed., 30:375, Feb., '10. Department of elementary school problems: emancipating the individual.

Lindsay, S. Ped. Sem., 16:459, Dec., '09. Exploring the new world for children.

Millner, H. L. Ed. Rev., 39:257, Mar., '10. Function of Latin in School and College.

Northrup, W. P. Ped. Sem., 16:442, Dec., '09. Good and bad air and its effect upon children.

Noyes, W. Man. Train. Mag., 11:201, Feb., '10. The ethical values of the manual and domestic arts.

Reese, C. Good Housekeep., 50:208, Feb., '10. Chicago's school buildings.

Department of School Trustees

(Under Section 1521 of the Political Code this "Journal" is mailed free to the Clerk of each school district in the State, and the subscription is paid for out of the School Library Fund. The various official departments contain much of special value to the various School Boards.)

THE EMPLOYMENT OF TEACHERS

Six hundred and thirty teachers are employed in the elementary and secondary schools of Los Angeles County outside of Long Beach, Los Angeles, Pasadena, Pomona, and Santa Monica City School Districts.

Of that number of teachers only thirteen have been employed continuously in the same district for eight years. Twenty-six others have been employed continuously in the county schools for eight years, but not in the same district all of that time. Twenty-four others now employed were employed eight years ago but have been out of the county schools part of the eight years. Five hundred and sixty-seven of the teachers now employed have entered our schools since 1902.

Such frequency of change makes inevitably for inefficiency. Our most efficient schools are those whose teachers have been retained from year to year with increased salaries.

The money invested in education pays the largest and most valuable dividends paid by any department of the public service.

MARK KEPPEL,
Superintendent of Los Angeles Co.

* * *

PUBLIC INDIFFERENCE

The Municipal Research Bureau of 261 Broadway, New York, recently reprinted some of the pertinent remarks of Superintendent of Public Instruction, Edward Hyatt, and send them broadcast over the land. The Bureau has issued the following:

Efficient Citizenship

"In the advancement of public education the first problem to be overcome is public indifference. The parent with happy-go-lucky confidence hands his six year old boy over to the school, calculating that in eight years he will reach

the high school, and in four years more be ready for college. The same parent is careful about the ventilation of his house, but does he ever visit the school to discover if his child spends five hours of the day in an ever thickening atmosphere made close and impure by forty other human beings in various grades of cleanliness? His boy complains of tired eyes but does he ever inquire if school rooms are well lighted?

"He knows that the school he passes daily in the cars is a 'crack' school 'with play-ground, basket-ball, trips to the parks, an art gallery, a museum,' etc.; but does he make an effort to find out if his boys and girls go to a school of that kind? This, frankly speaking, is the average parent who never visits the school, pays his taxes but does not inquire if he is getting full value for his money and training for his offspring.

"Parents of this kind number into the thousands; they love their children, they are good people, but they do not realize how much the community would benefit or what it would mean to their own families if they visited the schools and insisted on having the best conditions."

Now, a pertinent query or so:

1 If the public indifference exists in your city or district, or among your children's parents, who permits it?

2. If parents do not visit your school, "what's" the answer?

3. Do people, as a rule, turn aside to visit or examine what has never appealed to them in any way?

4. Would not a campaign of publicity bring the "indifferent public" to their knees in interest?

TAYLOR C. CLENDMEN,
Supt. City Schools, Cairo, Ill.

* * *

EDUCATING DIRECTORS

At last—at last—there is an awakening to the idea that the school directors need some training for their duties. It is only recently that any attention was given to this important phase of public education. In Michigan, now, each of the eighty-three counties has a school directors' meeting which must be attended by the State superintendent or his deputy. This is a meeting of the utmost significance.—N. E. Journal of Education.

* * *

Arbor Day in the schools was quite generally observed throughout the entire State.

The Western Journal of Education

Official Journal of the Department of Public Instruction

HARR WAGNER Managing Editor.
EDWARD HYATT, Supt. of Public Instruction, Editor of Official Department.

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Founded in 1895, it commands the support of every teacher who is interested in the newest lines of educational thought, and of every trustee who desires to keep in touch with movements for the betterment of the schools. It is not run in the interest of any special organization, of any interest or any type of educational doctrine. Its field includes an optimistic support of the best class of educational uplift, both of men and measures.

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Editorial

Private Interests

The spirit of constructive criticism which pervades the present editorial management of the "Journal," instead of the optimism of the past has been charged to "Private Interests." We desire to settle the question of private and personal interests definitely and finally. When the California Teachers' Association offered the editor five thousand dollars for his material and "other interests" in the official "Journal" it was to his "private interests" to accept. This "Journal" will continue to be published in the educational interests of California and not in the interest of any one association, tribe, clique, institution, book company or man.

With malice towards none, and charity for all, except Fred T. Moore, Leroy Armstrong and E. Morris Cox.

* * *

Political News

San Francisco, March 21—Superintendent Alfred Roncovieri, President of the California Teachers' Association, and L. E. Armstrong, Secretary of the California Council of Education, at $3000 per year, and traveling expenses, and editor of The Sierra Educational News, called upon a prominent citizen of San Francisco and offered him a large amount of

patronage if he would use his political influences against The Western Journal of Education, and to the injury and detriment of Harr Wagner.

* * *

California Council of Education

The delegates from the four Teachers' Association met at Fresno March 12th, and organized the California Council of Education. Duncan McKinnon was elected chairman and Leroy Armstrong, secretary. Committees were appointed. The salary of the secretary was fixed at $3000 per year and traveling expenses. The Superintendent of Public Instruction was not made an honorary member. The Sierra Educational News was selected as the Official Organ and arrangements made to collect 75 cents from each member of each Association for its maintenance. Mark Keppel and P. W. Kauffman injected some ginger into the proceedings; otherwise there was no enthusiasm and no discussion of educational policies.

* * *

The City and County Superintendents

The City and County Superintendents' annual convention will meet at Riverside this month. This organization is the most important educational body from the standpoint of the material interest of the teachers in the State. It has always stood for wise plans of certification, adequate salaries, tenure of office, better school facilities and expert supervision of schools. In view of the fact that the City and County Superintendents represent under the law both the people and the teachers, any action that they take has a very large influence with the legislative body of the State. It is a body in which the "Higher Ups" do not control. It is formed of the men and women who are earnestly working for the educational interests of the State from the practical point of view.

* * *

The Appointment of County Superintendents

The March edition of the Sierra Educational News which is in a transitory state of ownership from the California Teachers' Association to the California Council of Education, gives what is called a frank and cheerful discussion on the selection of County Superintendents. It opposes the election of Superintendents by the direct vote of the people. This "Journal" stands for expert supervision of the rural school. We are not convinced, however, that a change from selection

by election to that of appointment will necessarily improve the service. The supervision of the schools of California under the election of Superintendents is better than that of Pennsylvania where the Superintendents are appointed by the School Trustees; in Florida and Virginia where the Superintendents are appointed by the State office, in France where the appointing power is in the hands of a Commission. Unquestionably a discussion of the subject will bring about a better understanding. The people must understand that the failure to elect the right kind of men and women for Superintendents, will lead to the repeal of the present law.

* * *

DESTRUCTIVE CRITICISM

Insurgency in Civic Life

A few years ago Robert M. LaFollette had the courage to announce that the times were out of joint; that popular government had gradually drifted out of the hands of the people; that aggregations of wealth which had recently come into being were enjoying the benefits of society without contributing their share to the support of that society; and many other evils which most persons did not realize or understand. Those whom he assailed called him names; others wondered what personal interest he was seeking to gratify, or what personal spite he was seeking to inflict; and still others dismissed his protests with the explanation that he merely wished to create a sensation to attract public attention to himself. Today we understand him, and we hail him as one of the leaders in the struggle for the re-establishment of democracy in our country. Those who once denounced him as a "radical" are either silent or are his staunch supporters, while the "interests" who proclaimed him a destructive agitator no longer can find anyone outside of their own small coterie who will give ear to their false denunciations. Time has proved him to be a constructive statesman capable of effecting a readjustment of government in his State to correct the cumulative evils of several decades.

Criticism of existing conditions, a campaign of education to arouse public interest and to enlist public support, must precede or accompany any effort at reform if the effort is to prove successful. The superficial are likely to mistake such agitation for destructive effort; and the "interested" element can always be relied upon to do its utmost to obstruct reform by denouncing the reformer, by attributing false motives, by calling names, and by federating into organized opposition.

Insurgenency in Education

Insurgency in education must expect to encounter the same opposition as insurgency in civic reform. It must count on opposition from the intrenched "interests"; it must face the "stand-patter" who feeds on the crumbs that fall from the table of the organization; it must contend with indifference on the part of others; it must expect to be shunned; it must be willing to lose its "patronage" as a lesson in discipline; but it must fight serenely on, convinced that the right will triumph.

The educational reform that is being effected in Berkeley today is rightly regarded as constructive work for the improvement of the instruction in these schools. It is, however, but the culmination of a constructive effort that has been in the making for several years. A superstructure cannot be erected upon a rubbish heap. When the Committee of Nine challenged the existing order of things several years ago the cry of "destructive criticism" was raised by many who now applaud the new order which that criticism has helped pave the way for. Such is human nature. Such is the history of every reform.

The Pruning Knife

To the uninformed nothing looks more destructive than the pruning knife in the hands of the orchardist in the spring of the year. There seems to be nothing constructive in the very thing which makes an abundant harvest possible. To many educational workers, constructive service means grafting additional branches upon a trunk that already has too many branches to be profitable for fruit bearing. Any suggestion that a twig here or a dead branch there should be pruned in order to enable other branches to bear fruit is always regarded by them as "destructive criticism."

The Forceps and Scalpel

In the constructive work of preserving a partly decayed tooth the dentist finds it necessary to apply the drill in order to remove every trace of decay, knowing that the filling will never effect preservation while dead matter remains to spread its infection. The entire process is constructive. Intelligent constructive work in education cannot be done by packing in filling on top of dead matter. That is nothing short of professional malpractice. Occasionally a tooth may become so badly decayed that the best constructive attention that can

be given it is to cut around it, apply a forceps, and remove it roots and all.

Some subjects in the elementary and high school curriculum are in a similar state of decomposition. The process of decay has gone so far that they are not worth saving. They will not stand being filled. The very roots have begun to fester. They are obstructing the entrance of new subjects. The best constructive work that can be done in their case is the application of a strong forceps and their removal—at least from the list of required subjects. It may be necessary to administer an anaesthetic to some "interested" persons while this operation is being performed, for those whose "bread and butter subjects" are assailed will continue to shriek about "destructive criticism." But ignorance or personal interest should not be permitted to obstruct any reform that will make the schools more in keeping with the educational needs of the time.

* * *

SOME PETRIFIED PEDANTRY

The Burbank Subsidy

If one were to write down the names of the living Americans who have performed signal services for mankind not last among the foremost would be the name of Luther Burbank. There is no need to recount his achievements. Everyone knows something at least of the new food fruits and food plants which he has developed for human use, of the flowers that he has created from less desirable forms, of the adaptations of old plants to new uses and environments which he has perfected. As long as the clouds return and warm soil is to be found, the world will bear richer dividend to man's enterprise because of him.

Some time ago, after the great plant breeder had struggled through obscurity and financial limitations into world fame and a modest but adequate prosperity the Carnegie Foundation found out about him. This institution recognized in Luther Burbank one of those rare men who have far more to give to society than to receive from it. It must have recognized, also, that the work he is doing must fall into less skillful, less efficient direction, when his hands slip from the task; and that it behooves society to get from him at high pressure all that he can yield while he is at the very summit of his powers. So, in their wisdom the Foundation endowed his work with an annual aid amounting to $10,000

per year. It was not a great sum, to be sure. No more than one of the numberless smaller libraries built by the steel maker has cost. Yet it is doubtful if so little money could have been spent so well, had the whole world been searched for an investment.

A Shocking Discovery

A few weeks ago the newspapers informed the public that the Carnegie Foundation was about to withdraw its support from Mr. Burbank's enterprises. This was something of a surprise. The work of the plant breeder is far from done. Indeed, he is now just at the summit of his usefulness. The Foundation probably felt that the public deserved some explanation of its change in attitude. At any rate it volunteered the reason for the withdrawal. Briefly put, here is the reason: It appeared to the directors of the funds that Burbank's work had commercial values. In fact, they found out that the products of his labor had a market value and were actually sold in the market. Shocked by the discovery, they crossed him from their lists!

The World, the Workman and the Pedant

Now let us look at the proposition for a moment. All over the land there are hundreds of botanists, scores on scores of unknown specialists heaping up unproductive pyramids of knowledge about plants. Some of them hold endowed chairs. Others are authors of books. But, taken as a class, all of them are drones in the world's hive. They have not applied their wisdom to any human use. They are not concerned as to whether their dismal labyrinths of knowledge lead into the paths of life. They scorn as something tainted the thought that science to be worth its salt must look toward and establish some contact with the needs of men. All these men, both great and small, are in line for Carnegie Fund retirement pensions. Yet the one test by which the worth of their lives may properly be judged shows them to have been beating with dignified devotion the dry chaff of a withered scholarship. They have not brought what they know to bear upon the world's needs.

On the other hand is Luther Burbank. Scientists say that he is not a true scientist because his methods are not those of science. Scholars declare that he is no scholar because his purposes are not those of pure scholarship. And the world has heard the comment and said, "So much the worse for the

pedants' brand of science and scholarship." He has come into the world's market places with full hands. He has used his wisdom and skill to satisfy the demands of human kind. And the proof of the goodness of his work has been found not in degrees, in sheltered, cloistered dignity, in academic triumphs and futile analyses and classifications. It has been found in the common-sense judgment of common-sense men who know that his work is good and are willing to pay hard cold cash for its products.

If the Carnegie Fund trustees were looking for the one supreme test by which real worth in scientific investigation could be determined they could not have hit upon a better one than that by which they have blacklisted Burbank. He, more than any other worker among plants, has proved the value of his work. And by that token his annuity should have been multiplied rather than withddrawn. But if those trustees were seeking for intellectual dilletantism, idle speculation, unprofitable maunderings or vainglorious chaff beating as the signs of true wisdom and deserving fame then surely Burbank must go unhonored, unsung and unsupported by them or their Fund.

Mr. Carnegie Himself to the Bat

It is reported that Mr. Carnegie himself, when told of the recent action of the Fund trustees, expressed surprise at their withdrawal of support to Burbank's work. The Scotchman is an idealist, but he confesses a canny leaning towards ideals that work, towards dreams that fulfill themselves. He has said repeatedly that his money was not for the unfit but rather to enable the fit to make the most of their fitness. Mr. Carnegie himself has had a training in the relative values of things which his Fund trustees have probably never experienced. He doubtless knows that in the making of steel the test of the man's worth to society is the goodness and cheapness of his product. He must know that the true test of the worth of Burbank's life work is to be found only in that commercial aspect of his results which his Fund trustees have found so reprehensible as to merit no encouragement from them.

One wiser than the trustees of the Carnegie Fund, long, long ago gave to the world the parable of the talents by which profitable servants may be distinguished from the unprofitable. If the trustees of the Fund will call in Mr. Rockefeller he will doubtless be glad to tell them the story.

TWO STANDARDS OF VALUATION

The Pedagogue's Standard

The popular and widespread dissatisfaction with courses of instruction offered in the traditional high schools has developed two widely different standards by which the efficiency of these schools are estimated. College professors and high school instructors point with much pride to the rapid increase in the number of high schools within the last two decades and to the increased enrollment. This is taken by them to indicate progress and prosperity. If anything more is desired as proof of advancement, it is to be found in the higher standards of qualification for those who are to become teachers in these schools. This argument may be heard whenever these staunch defenders emerge from their cloisters to repel the overwhelming criticisms that are invading their secluded retreats.

With the rapid increase of population, and with the spread of public education, it is only natural that the number of high schools and the enrollment in them should increase. But to use this as a basis for measuring the worth of the education offered in these schools is absurd. Suppose the same test were applied in a like manner to determine the value of some of the other institutions—the saloon, for instance. A uniform condition of prosperity would be observed in everything from road-houses and penny arcades to churches and charitable organizations.

Raising the standard of qualification for high school teachers has doubtless resulted in some good. But it has not been an unmixed blessing, for it has served to supplant courses designated for popular instruction with highly specialized courses in imitation of the university courses. It has served to aggravate the worst evil in the high schools, namely, the courses of study.

The People's Standard

The insistent public impertinently points out the fact that we are living in the twentieth century, that our institutions should be moulded to meet the needs of a new condition of life, that the measure of any institution's prosperity is the degree of service which it renders and not merely the number of inmates which it enrolls. It proposes to assert its right to test the value of the high school curriculum by its own standard. It refuses to judge the value of highly specialized courses in science by the number of pupils who are compelled

to accept these in lieu of better courses; it demands to know what value the prescribed courses in mathematics are presumed to have, and why these courses are prescribed for all regardless of individual aptitudes or needs; it disputes the wisdom of exploring every nook and corner of ancient history while the present day problems of our own country are ignored; it ridicules the expenditures of time on the study of Latin by those whose knowledge of their mother tongue is admittedly deficient; it finds that little or no provision is made for the needs of those who would seek in the high schools the education that will better fit them to turn their hands to some useful occupation. But while the protesting public is clamoring for a modernized high school the pedagogue is engrossed with his statistics.

* * *

GENIUS IN MAKING A COURSE OF STUDY

The average county course of study manual represents the expenditure of a good deal of time, energy and money. Yet there has never been a course of study designed but what, no sooner was it put into operation, someone if not everyone, detected serious deficiencies in it. In one place some direction to teachers is not clear. In another there is a suggestion that may readily be improved. Somewhere else is a curriculum requirement that should be modified. The more thorough and detailed the course is, the more friction points develop and the more clamorous will become the righteous demands for amendment. But amendment is not easy. The expense of reprinting a good sized course of study and the tedious work of revising and proof reading the whole contents again will temper the zeal of any prudent county board for frequent editions of the manual.

Superintendent Hanlon of Contra Costa County has cut the Gordian Knot in this fashion: The course of study is printed on **loose leaves** bound by staples in a neat folder. When amendment is necessary, it requires **merely the reprinting of the pages concerned** with an attendant minimum of cost and labor. Thus if any part of the manual proves unsatisfactory to the teachers and the board, or any additional suggestions seem to be required or any modifications demanded by changing texts, new school laws, or other acts of God, or calamities of nature, such situations may be met as they arise without compuction or delay. There is a suggestion in Superintendent Hanlon's ingenious scheme which other course of study makers may use to advantage.

THE SELECTION OF STATE TEXTS

A Record That Calls a Halt

The State Board of Education recently issued a circular to the school people of the State asking for suggestions of a better system of selecting text books for the schools than the one now in use.

The system has now had nearly ten years' trial and under it there have been sixteen original adoptions as follows: An advanced history, an advanced geography, four reading books, a primary arithmetic, a primary history, a primary geography, an advanced arithmetic, a primary language text, a grammar, a physiology, a speller, a writing series, and a civics. Each was adopted for a period of four years.

These terms of adoption are now expiring after a trial by experience. This experience has determined very clearly and with general agreement the degree of fitness of the several books with the exception of the last three which have not been in service long enough as yet. Only two texts of the thirteen original adoptions which have been fairly tested have been readopted—the primary arithmetic and the primary geography. The advanced geography and the advanced history were almost universally condemned as impossible texts and were changed by the Board. A resolution has been adopted declaring the Board's intention to change the series of readers, but the new selection is in a state of deadlock. There is little dispute that of the remaining five books—the language text, the grammar, the physiology, the advanced arithmetic and the primary history—four have proven unfit for use. In short, under the existing system of selection of texts **ten out of the first thirteen adoptions have proved unfit for use.**

The State Board has shown its candor, its realization of a serious situation, and its recognition of the true tribunal for readjustment by calling into consultation the school people of the State.

Now Let Us Count Our Dead

How many boys and girls in the California schools, may we reasonably suppose, have been more or less crippled by these ten blunders in the selection of thirteen texts during the past seven years. It does not take much force at any time to throw a child out of his school equilibrium—how shall we estimate the effects of these ten texts? How many thereby have failed of promotion, have been relegated to study

the same texts another year? In how far does this unfitness of texts account for the exodus of pupils from the grammar grades into swamps of a world life in which no immature child should wade? How many young lives, in short, have in large or small degree, been stunted, mutilated, blighted, hamstrung, contorted or distorted, because as a little experience with these chosen texts has shown, ten out of thirteen of them were unfit for use?

These are ugly questions it is true. The answers to them, seared into the lives of the victims, are uglier.

One Fact Visible to the Naked Eye

One fact visible to the naked eye is that in the search for a method of selection, we have hit at least upon one method which is hopelessly bad. The record of ten failures out of thirteen guesses is one which writes its own epitaph. As a matter of fact we need never have tried it for nearly every other State in the union has already demonstrated by similar experiments the unfitness of this system to select texts **suitable for pupils.** Strangely enough, this same method of selecting texts is so general in form and failure that one well may suspect that each State employs the same architects or at least the same school of architecture. Wherever used, the method by a small central body of officials, through an examination of the texts without data of experience as to their use with pupils, guided by the soothsayings of pedagogy, and assisted by inspired prophets of the publishing companies, has led to befuddlement of the judges and bankruptcy of the plan. This much the naked eye of common sense can perceive. The State Board has shown wisdom in seeking to open up the question to some new Board of Architects.

It seems strange that the National Bureau of Education or some government commission has not undertaken to gather the evidence of successes and failures of texts in other States. It would not be a bad idea for California to establish such a commission upon its own account provided such an inquiry can be conducted free from all interference by the special interests.

A Twin Fact of Significance

A second fact, almost as clearly visible, is that however complete the bankruptcy of the existing method in so far as the interests of the pupils of the schools are concerned, that the publishing companies have no fault to find with it, that

their representatives are practically a unit in its support, that they resent any criticism of it, in the spirit of indignant gentlemen whose private preserves have been trespassed. The legal guardians of the school children's educational rights side step around the plan like unbidden guests at the funerals of their wards; they tip toe about as though stepping upon eggs, speak only when spoken to, whispering convictions only under vows of secrecy or behind closed doors. The "Sierra News," that by an anomaly which if not strange is at least significant, is the organ of the self-generated autocracy of the State Teachers' Association as well as the mouthpiece of the publishing companies, devotes practically its entire editorial space in the February number to an assault upon any proposal of the State Board of Education to obtain the advice of the school people of the State in the selection of texts.

The editor of the "News," who confessedly is the paid promoter of the interests of at least one of the publishing companies, thus sums up his effort by this candid statement:

"The bookmen are playing fair and doing good work to the State. Let us carefully consider the matter before we inaugurate a plan (i. e., a consultation among schoolmen far and wide) **that will prove unduly expensive and strenuous for them and full of interruptions for the teachers."**

There, you have it all in a nutshell. The cat has leaped from a hole in the bag. By what distorted, strabismic, addling of a human intellect that once belonged to a schoolmaster, has it come about that the editor of the "News" gives precedence to the expense and strenuosity of the bookmen, measured in dollars, over the expense and strenuosity of the pupils of the schools, measured by ignorance, failures and despair? But that is another story.

* * *

In the February issue of this "Journal" appeared an article "Do You Want the County Free Library?" If you have not read the article will you turn to page 105 and do so. You should act on the suggestion, if not for 1910, then for 1911. The law is in favor of the children. It provides for good books for isolated communities.

* * *

Attorney-General Webb has ruled that women are eligible to election under the direct primary law.

PERSONAL ITEMS ABOUT THE GREAT AND THE NEAR GREAT

Superintendent Mark Keppel is the youngest member of a family of fifteen children. He is an earnest member of the United Brethern Church and is an orator of more than ordinary power, both on account of his keen logic and magnetic personality.

* * *

Dr. A. F. Lange of the University of California is not addicted to the use of a type writer. He is an autographer and writes a beautiful hand. He has the pure German type of mind, and starts a statement with all kinds of involutions, but at the climax the idea flashes out like the crack of a whip. He looks like a German professor but was born in the northwest and lived in Missouri before coming to California.

* * *

Edward Hyatt is not a renter. He buys but never sells. He still retains the little home and five acre tract at San Jacinto where he first located when he began teaching in California. He also owns the home and orange grove in Riverside, where he lived when County Superintendent. When the family moved to Sacramento he purchased a beautiful home-site near Oak Park. A cow, a horse, a garden, fruit trees and vines are essential parts of his home environment

* * *

Dr. Frederic Burk is not an advocate of flats when not on duty at the State Normal—he lives on a small farm in Marin County and cultivates giant crimson rhubarb, potatoes, yellow legged chickens and a large and varied assortment of bucolic products.

* * *

Samuel T. Black, President of the State Normal School, has had a varied educational experience and has never been out of a position. He has the typical Scotch sense of honesty and fraternal courtesy. He began teaching in Butte County; taught at Hollister, in Oakland, and was Superintendent of Ventura County when elected Superintendent of Public Instruction. He refused to enter the race until Anderson announced that he would not be a candidate for a second term. Anderson afterwards changed his mind, and Black's friends insisted on his candidacy. Governor Budd, although a Democrat, became a very staunch supported of Black's educational work, and asked him to accept the presidency of

the San Diego State Normal before the expiration of his term as Superintendent. Black's strength has been his ability in doing his work well, and in avoiding the intrigues of political friends or otherwise.

* * *

Dr. O. P. Jenkins of Stanford University has a keen sense of humor. His wit, however, does not interfere with his professional duties. The fact that he has investments worth at least $100,000 in orchards, townsite property, etc., might indicate that he had the department of Economics instead of physiology.

PROGRAM FOR PEACE DAY, MAY 18, 1910

1.—Song, Angel of Peace Thou Hast Wandered too Long.

2.—Scripture (if desired), Isaiah 2: 1-5, 9: 6-7.

3.—The Day We Celebrate and Why.
Or the Hague Conferences and Their Influence for Peace.

4.—Selections from Lowell's Biglow Pappers, No. II.

5.—Popular Fallacies Concerning War. Show Why Wrong.
(1) Always has been, hence, always will be.
(2) Must have peace at any price.
(3) War the only way to develop courage and patriotism.
(4) A big navy a necessity for the United States.
(5) Preparation for war brings peace.

6.—The Waste of War.
In material things.
In money.
In "men."

7.—Music—Instrumental or Vocal Solo.

8.—The Practical Nature of Peace.
Construction vs. Destruction.

9.—Selections from
a. Longfellow's, The Arsenal.
b. Whittier's, Disarmament.

10.—Leaders or Heroes or Peace; e. g., Charles Sumner, Elihu Burret, John Bright, Wm. E. Channing, Victor Hugo, Baroness Von Sutner, Leo Tolstoy, John Hay, etc., etc.

11.—The Success of Arbitration—560 cases since 1794 and "no failures.

12.—America's National Hymn.

Western School News

Meetings.

The California Teachers' Association will hold its session December, 1910. A. Roncovieri, San Francisco, Pres., L. E. Armstrong, Oakland, Cal., Secty.

Northern California Teachers' Association, G. W. Moore, President, Colusa; Delia D. Fish, Secretary, Red Bluff.

Central California Teachers' Association, E. W. Lindsay, President, Fresno; Margaret Hanson, Secretary, Visalia.

Southern California Teachers' Association, A. S. McPherron, President, San Bernardino; Mark Keppel, Secretary, Los Angeles.

National Educational Association, J. Y. Joynor, South Carolina, President; Irwin Shepherd, Secretary, Winona, Minn. 1910 meeting, Boston, July 2-8.

Judge Brewer of the Supreme Court who died recently was for many years actively engaged in educational work. He was teacher, county superintendent, and president of the Kansas State Teachers' Association.

* * *

Superintendent Edward Hyatt was the toastmaster of the California Schoolmasters' Club banquet on April 9th. Geo. E. Crothers, Trustee of Stanford University, and a fine example of the citizen in educational work, will provide at the October meeting.

* * *

Superintendent Elmer E. Cave of Bellingham, Wash., has been re-elected for a three year term at a largely increased salary.

* * *

The work of Phillip M. Fisher, and his able faculty, has made such a favorable impression on the community that the new bond issue for Oakland schools will provide for larger and better facilities for polytechnic training.

* * *

P. W. Smith, County Superintendent of Placer County from 1895 to 1903, has decided to be a candidate as the coming primary election.

* * *

The coming session of the Summer School of the University of California, which will be held from June 20th to July 30th will be enlarged to such an extent that the scope of subjects offered will embrace almost all departments of the regular session.

The authorities expect to break all records next season. Professor Chas. H. Rieber, associate professor of logic, has been appointed permanent dean. Residence at the Summer Session may be offered toward the requirements for all university degrees.

Among the instructors this year, aside from the regular faculty members of the University of California, will be distinguished men of letters and science from Eastern universities and Europe.

* * *

The question of fraternities in high schools is now agitating San Francisco and several other places. High school students who defy the law should be spanked.

Superintendent D. W. Nelson of Bakersfield has written an excellent article on the public schools of Kern County in a special edition of "The Californian."

* * *

A Summer School of Mechanic Arts will be held at Mount Hermon, Santa Cruz County, beginning about the middle of June and running for six weeks. Courses will be offered in all lines of correlated art and handwork, including applied design, hammered brass and copper, correlated handwork for primary grades, basketry, woodworking, elementary claywork and bent iron, domestic science and domestic arts. This school offers a fine opportunity for a profitable vacation. Those in attendance may live in tents if they choose and spend the hours outside of actual work in a fine natural forest. Mount Hermon is about seven miles from Santa Cruz, and is one of the most beautiful spots in California. The school will be in charge of a competent corps of instructors, including several Eastern men of national reputation. The principal of the school will be James Edwin Addicott, formerly of the San Jose Normal and president of the Newman Manual Training School at New Orleans.

* * *

Harris Weinstock, chairman of the Commission on Industrial Education, has appointed the following as members of the Commission: Will French, Editor Labor Clarion; Aaron Safiro, student; F. C. Jones, Deputy Labor Commissioner; Walter Weinstock, student; Harry Davis, Secretary Metal Trades Association; Hiram W. Johnson, Jr., attorney; John H. Francis, Principal Los Angeles Polytechnic High School; Alfred Roncovieri, Superintendent San Francisco schools; Geo. A. Merrill, Principal Lick School; Dr. W. Scott Thomas, University of California; L. E. Armstrong, Editor Sierra Educational News.

The first meeting of the Commission was held at the Hotel Richelieu, San Francisco, on March 10th. At this meeting plans were outlined for the prosecution of the work.

* * *

The San Diego State Normal School will have a Summer Session again this year. It will be held from July 5th to August 12th. The faculty will be made up practically of those teachers regularly in the San Diego State Normal School with the addition of Miss O'Kane of the Los Angeles Normal School faculty, who will do the work in drawing. The work for this year will be almost entirely method work, so that the school will be open practically to teachers of experience only, and those in charge hope thus to make it of particular value to the general teaching force of California. The usual nominal fees only will be charged, as, for instance, fees for material used in laboratories, and a $2.00 registration fee. This means that the faculty of the summer session is giving its services to the State gratis.

For additional information, address W. C. Crandall, Dean of the Summer Session, San Diego Normal.

The February number of the Western Journal of Education contains a very interesting discussion of "Women in Education" by Effie B. McFadden, Mrs. Clara Martin Partridge, Mrs. Mary O'Neal, Ednah A. Rich, Mrs. Arthur Washburn, Elizabeth M. Sherman, Frances du Brutz, Isabel French, Pauline Hart and Miss Laura T. Fowler. The discussion covers every phase of the subject and every one of the papers are worth reading. The editor of the magazine, Harr Wagner, also touches "Women in Education" in his department. The magazine keeps up its standard of excellence and is interesting to a large body of the public as well as to teachers. (Published in San Francisco; $1.50 per year.)—San Francisco Call.

* * *

Principal Paul G. Ward of the Red Bluff high school has created quite a stir by his opposition to pool room visiting on the part of his students and also the use of cigarettes by the boys. He presented some startling figures showing that the large percentage of the victims of cigarettes fail to complete the school, that those who do take longer than four years and are not able to secure recommendation to the university. That the large majority of the boys who abstain graduate with high honor and attend the university with credit. A bill was framed last year by J. D. Sweeney of the County Board of Education and introduced in the Assembly by Hon. Harry Polsley, aiming at the prohibition of cigarettes by minors. The bill failed to receive the support it should and died.

* * *

The State Audubon Society has this year established a new department, in charge of a School Secretary, whose duty it is to give instruction and create an interest in bird study, by giving illustrated talks before Teachers' Institutes and in the schools of the State. Superintendents and teachers, interested in the value and preservation of bird life, can obtain further information concerning the work which is being done in bird study by writing the School Secretary, Miss Gretchen L. Libby, 1046 Orange Street, Riverside, California.

* * *

The Board of Education of the Long Beach City High School District recently voted bonds for a combined High and Polytechnic School. The district was very unanimous in its support of the issue, the vote being 1083 for and 236 against the issue. Long Beach is a city of over twenty thousand, and all the year round tourist resort on the Pacific Coast. Its harbor is a continuation of the Los Angeles-San Pedro harbor. Its business is on a very substantial basis and is developing rapidly. The Craig Shipbulding plant is located here and other large enterprises are being located on the harbor.

A POPULAR CALIFORNIA SONG

"California, Queen of Old Columbia" is the most popular song for California schools yet published. It has been recommended by many of our best musical and literary critics. Price, 10 cents. Address Mrs. Jennie L. Thorp, Healdsburg, Cal., or The Whitaker & Ray Co., 770-776 Mission street, San Francisco.

The assessed valuation of the district is $22,317,969. There is no other bond issue on the high school district and but $135,000 grammar school bonds outstanding. The high school attendance is 630 with a faculty of 26 teachers and our grades, including kindergarten, special music, drawing, sewing, cooking and woodwork teachers, numbers one hundred teachers with an attendance of 3064 pupils.

* * *

Miss Rich, President of the Santa Barbara State Normal, is Vice-President of the Arts Industry Section of the N. E. A. This Section was formed last year by the uniting of the Manual Training, Home Economics, and Art Sections. A very interesting program will be presented and Miss Rich who is going East to visit schools for the purpose of seeing the most modern equipments and construction in the larger schools, in preparation for the new State Normal Building, will be in attendance.

Miss Tracy, Director of Manual Arts State Normal School, goes to Europe for a summer of study and travel.

Santa Barbara is fortunately located. Distinguished visitors to the State Normal have been greatly pleased with the rational move made by the Legislature in establishing this school.

Lieutenant-Governor Porter addressed the students recently, giving them a practical and helpful talk relative to their opportunities and their obligations to the State.

Numerous inquiries have been received regarding next year's enrollment and also relative to positions for this year's graduates who are going out fitted for supervision or for teaching, cooking and sewing or Manual Arts, primary-work, bench-work and sewing.

Since the arrangement that the various Normal Schools shall have Summer Sessions in term has gone into effect, Santa Barbara must wait until later before it holds a Summer Session .

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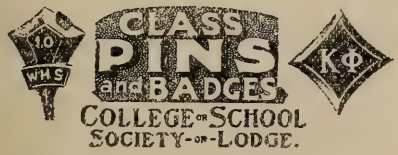

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Book Notes.

"Idols of Education," selected and annotated by Prof. Charles Mills Gayley, published by Doubleday, Page & Co. Price 50 cents. Professor Gayley has written a very entertaining and highly suggestive criticism of our public schools. It is a fearless plea for common sense in educational management. Some of the interesting chapters are "A World of Opportunity," "Idols of the Tribe," "Idols of the Academic Market Place," "The Collapse of Discipline" and "Idols of the Academic Cave."

* * *

Agriculture for Schools of the Pacific Slope," by Dr. Hilgard and W. J. V. Osterhout, published by the Macmillan Company, is one of the most interesting and valuable contributions yet made to textbook literature from the nature side of agriculture for the schools. It is well illustrated and contains 450 pages. Price $1.20 net.

* * *

"A Diversion for the English Class." Superintendent Hyatt has issued what he calls "A Calaveras Evening with Mark Twain and Bret Harte." It includes "The Society upon the Stanislaus," by Bret Harte, and the notorious "Jumping Frog of Calaveras County," by Mark Twain, with local references. Drop a postal card to Superintendent Hyatt and he will send you a copy for use in your class

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* * *

"Stories of American Discoveries for Little Americans," by Rose Lucia, Principal of Primary Schools, Montpelier, Vt. Price 40 cents. American Book Co., publishers.

The fifty short stories in this supplementary reader for the third grade tell in vividly dramatic form of the discoveries and explorations in the Western Hemisphere, from Columbus to Hudson.

* * *

"Nietzsche in Outline and Aphorism," published by A. C. McClurg & Co. of Chicago. Price $1.00. It is one of the most interesting and companionable books issued. It is one of the kind of books that one appreciates as a unique specimen. Nietzche's idea of good and evil and all the various problems of human life add spice and variety to existence.

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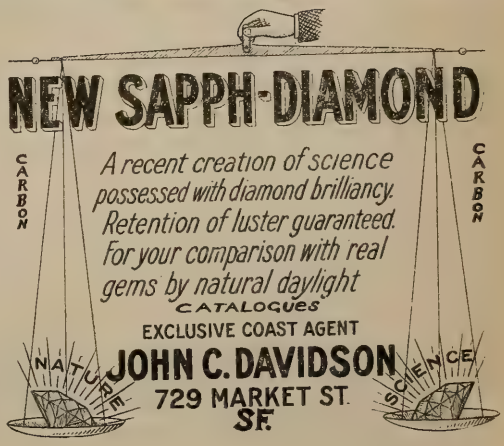

Etta W. Tilton, formerly of San Mateo, now of Carmel-by-the-Sea, is interested in a school of Arts and Crafts for the summer at Carmel. Teachers should write to Mrs. Syndey Yard, the Director of the School, for prospectus. Carmel has become a literary and artistic center, and teachers will no doubt find it a most excellent place to spend a vacation.

* * *

"Panama and the Canal," by Alfred B. Hall and Clarence L. Chester. Price 60 cents. Newson & Co., New York, publishers.

In this book the history of Panama and the Panama Canal is presented in a most interesting and instructive manner. As a possession of the United States the Canal Zone deserves attention from teachers of geography and history. The state of Panama itself has had a most dramatic and thrilling history. And the Canal is not only a wonder of modern engineering but is also an American achievement of first importance.

* * *

Longmans, Green & Co. have issued a "Government by Influence and Other Addresses," by Elmer Ellsworth Brown, Commissioner of Education of the United States. Among the other address are "The Self-Respect of Cities," "The Work of Women's Organizations in Education," "The Distinctive Functions of University and Normal School in the Preparation of Teachers." Dr. Brown maintains the same broad view of things in these addresses that has characterized all his work: Dignity of expression, the dignity of thought and dignity of higher ideals. He standardizes educational truth in a way that is very rarely equaled by any other educational writer.

* * *

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Little Talks by the Way

By EDWARD HYATT

(Under this head Superintendent Hyatt will try to give some account of what he sees and hears and thinks in traveling about officially among the schools of California. It will be somewhat hasty and ill-digested, being jottings on the road. It will deal with personal experiences, and so may look egotistic. It will be subject to frequent change of opinion, and will seem inconsistent. It is done as a free and easy means of communication between the school people of the State and the central school office. If it provokes retort or comment, that will be printed, too, provided that it be brief and interesting.)

San Jose Normal's New Building

The new building of the normal school at San Jose is indeed a magnificent structure. It is fit for a college or a university. It is better than any other normal school in the United States. Its cost will be $400,000. It is built of concrete, reinforced by eight tons of steel rods. It is in the Mission style, with red tile roofs, marble staircases, marble floors, and is built around a great central court. This court will be the center of the life of the school, the scene of festivals, mardas, fetes, picnics, plays, meetings, and all similar social events. Great gates will close this court in from the outside world. It will be grass covered and will be completely surrounded by the wide arcades of the building, electric lighted and large enough to shelter many thousands of people.

The class rooms are legion. The corridors and passage ways are so many and so devious that it would only take ten

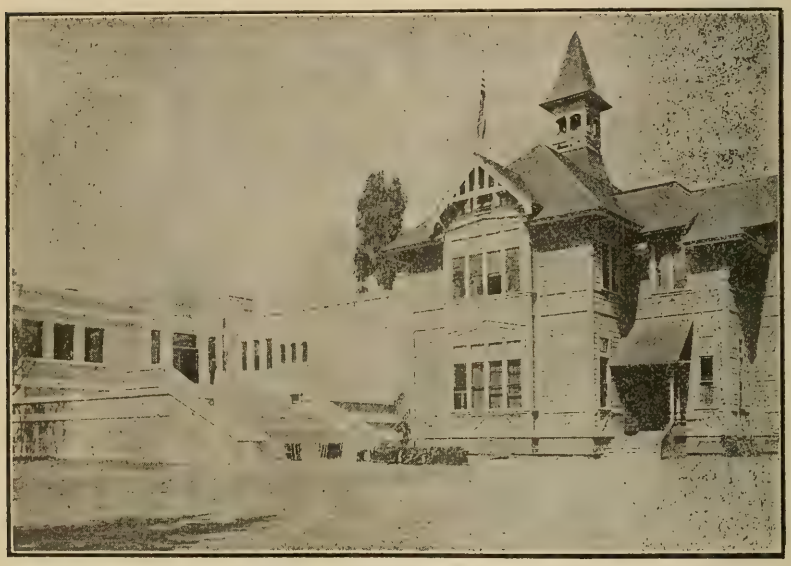
minutes for a Philadelphia lawyer to be completely lost in the labyrinth.

Around the building are twenty acres of land with trees and grass and shrubbery richly luxuriant. The whole plant is one well worth going to see. It can take care of one thousand students.

*
* *

New Building Type

This picture shows a new type of school house just erected at Alhambra. It was dedicated April 30th, in the presence of a great audience of townspeople assembled outdoors on the



NEW TYPE OF SCHOOL CONTRASTED WITH THE OLD.

grounds. The children gave a flag exercise, and a beautiful May pole dance. A splendid address was made by Superintendent Keppel and another by his deputy, A. C. Wheat. The supervising principal, Nathan Smith, acted as master of ceremonies, and he was both skillful and happy in his management. After the exercises the people went all over the building, piloted by the teachers and the members of the school board. They inspected the sanitary drinking fountains, the patent door fastenings that would open outward whenever one ran against them, the complete pneumatic sweeping system, the toilets where the small boys were kept

entirely apart from the larger ones, and many other up-to-date plans and ideas.

The new building has twelve class rooms and cost with its equipment over $30,000. The architect is Frederick Noonan of Los Angeles. The material is cream colored pressed brick. The most striking outside feature is the terrace in front, about ten feet in height. This is really intended as a great fire escape, affording free and abundant opportunity for all children in the upper floors to quickly get outdoors. Besides, the terrace makes a fine place for marches, assemblies and drills. Doubtless it will cut a great figure in the future life of the school, affording place for various school activites amid a multitude gathered round about to see and hear.

The school has five acres of land. The school board of Alhambra has adopted a policy which may well be considered by other school boards everywhere—a policy of **acquiring school sites** before they are actually demanded. Thus they get property for half what it costs when it becomes Hobson's choice. They have set five acres as the minimum for a school site. Of course the old building, as shown in the picture, has now been moved away; but the teachers conducted school in it regularly, amid all the confusion of building, until the new house was ready to be occupied.

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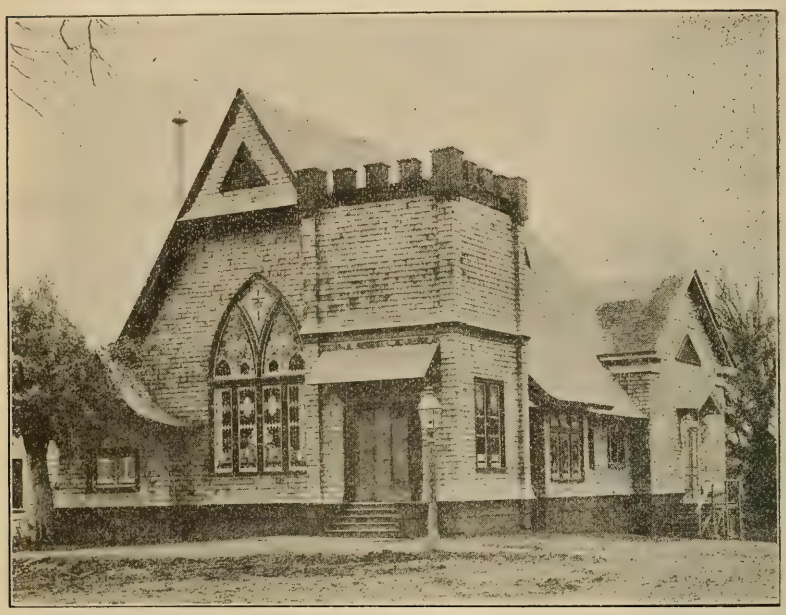
School Masters Banquet

The School Masters Club of Southern California invited all the superintendents of the State and their wives to a fine banquet at the Westminster Hotel on the last evening of April. It was a gay and festive scene, with two hundred people at the table. Horace Rebok of Santa Monica was the genial toastmaster. The chief speaker was Joseph Scott, President of the Los Angeles Board of Education. Other speakers were C. L. McLane of Fresno, Mark Keppel of Los Angeles, J. G. O'Neill of Nevada City. The club's double quartette discoursed most eloquent music. It made a great hit by an impromptu song, good humoredly satirizing several of the people present, including the editors of the official journals. This witty effort was composed by Deputy Superintendent Phillips of Los Angeles, and each successive verse brought down the house. The whole occasion was brimful of snap and go, jollity and enthusiasm—without a drop of booze or a puff of smoke!

Church at Lakeport

This photograph shows the unique and unusual piece of work done by a teacher during his vacation. It is a large and handsome new church, costing several thousand dollars, that stands on a hill in the town of Lakeport, overlooking Clear Lake. Horace N. Caldwell, the principal of the Union



CHURCH AT LAKEPORT

Manual work done by a teacher during summer vacation.

High School at Lakeport, designed the church, took the contract for it, and built it! He acted as the foreman of the men, drove nails and sawed boards himself! The interior is beautifully finished in natural woods, with great beams in the ceilings thirty-two feet long of Lake County timber. There are beautiful stained glass windows and Mission furnishings.

The contractor remarked, with a rueful smile, that he only lost a hundred dollars on it! But he did not aim to make money; he was working for the good of the cause. And it is certainly an unusual thing, to see a young school master tackle as big a job and as great a responsibility as this, in competition with the cold blooded, practical world.

State Board of Education

By CLARENCE PIXLEY

A two-day session of the State Board of Education was held in connection with the Superintendents' Convention in Riverside, on April 22nd and 23rd. Various matters of particular interest to the State were taken up by the Board, the most important being the adoption of text books in reading, which has been under consideration for more than a year. With nine of the ten members of the Board in attendance, the only absentee being Governor Gillett, a very complete expression of opinion was obtainable, making it easier to work out a final solution of the sundry problems and difficulties connected with this adoption. Acting upon the vote of the last Convention of Superintendents, held in the Yosemite Valley, which expressed the conviction that a split series of readers would not be objectionable, the Board voted unanimously to adopt the following books for a period of four years, all bids carrying with them the option of readoption for a like period at the expiration of this contract, at a fair reduction in royalty:

For the 1st grade: The Aldine Primer, published by Newson & Company, and the First Book of the Progressive Readers, published by Silver, Burdett & Company.

2nd grade: Second Book of Brooks Series, published by the American Book Company.

3rd grade: Third Book of Brooks Series.

4th grade: Fourth Reader, Stepping Stones to Literature. published by Silver, Burdett & Company.

5th grade: Fifth Reader, Stepping Stones to Literature.

Application from the University of Southern California for the recognition of its Department of Education as a basis for high school certification was received, President Bovard, Dr. Hunt and Professor Stowell, of the faculty, and Br. Bowen, one of the trustees, appeared before the Board in support of the application. These gentlemen were closely questioned by the members of the Board, particularly concerning the equipment of the graduate school of the university, and the probability of sufficient funds being available in the near future to complete such equipment. The whole matter was referred to the Committee on Accrediting Universities, for report at later time in the meeting. The committee submitted its recommendations the following day, advising that while

it could not recommend the granting of the request at the present time, it would be well to authorize the committee to continue its investigation with a view to determining whether or not the institution might be properly accredited at the end of another year. This report was adopted by the Board.

Dr. M. E. Dailey, Crairman of the Committee on Accrediting Normal Schools, presented a plan for the revision of the list of accredited normals, the leading feature of which was that a blank should be prepared for the use of each applicant for a certificate on credentials of this nature, such blank to be filled out by the principal of the institution of which the applicant was a graduate, showing whether or not the applicant possessed the equivalents of the California requirements, and naming these equivalents, if they deviated from the regular standard in force in this State. The report of the committee provided for the addition of a number of normal schools to the present list, and the striking off the list of two schools, one of which had been discontinued and the other had been found to be obviously below the California standard.

Special High School Credentials were granted to C. N. Bertels, Pacific Grove, Mary F. Brownell, Berkeley, Bert M. Carner, Berkeley, W. M. Clayton, Santa Ana, L. M. Frey, Grace E. Irvin and M. M. Livingston, all of Los Angeles, Mary W. Settles, Hollywood, Charles T. G. Smith, Sacramento, Minnie B. Smith, Stanford University, and the following non-residents, subject to the usual conditions of becoming residents of the State and holding satisfactory personal interview with a member of the State Board: N. L. Coleman, J. C. Foote, H. L. Keller, J. S. McCowan, Anna L. Oathhout, H. A. Owen, B. A. Perkins, J. S. Reed, Frances L. Rogers, Carrie L. Rose, H. H. Ross, Ruth F. Woodsmall. Ten applications were deferred on account of evidence submitted being incomplete in some particular.

Life diplomas were granted to about two hundred applicants.

Communications from certain high school principals, urging the State Board to formulate some regulation for governing students in inter-scholastic contests, was referred to a special committee composed of Dr. Van Liew and Dr. Millspaugh, who later in the meeting presented the following resolution, which Dr. Millspaugh was directed to offer for the consideration of the superintendents in their convention:

"The State Board of Education deprecates the constant appearance of unfair and unsportsmanlike practices in school athletics, some of which have been brought personally to its

attention with request for action. The Board is not in a position to give other assistance at present than to urge upon all grammar and high school teachers and principals to utilize carefully and fully these vital opportunities for practical civic and ethical training. It believes that the ethics of athletics should be a matter of careful consideration with pupils and that every effort should be made to secure fair, honorable, courteous and sportsmanlike practices on the athletic field. The matter has such grave civic bearings that the Board feels that this suggestion not only needs to be made, but to prevail as a common sentiment among teachers throughout the entire State."

Upon conclusion of the session, the Board adjourned until June 7th, when the next meeting will be held in Sacramento.

Figures from the Statistician

By JOB WOOD Jr.

STATE NORMAL SCHOOLS

The following table will show the number of teachers, enrollment and expenditure in the State Normal Schools for the year closing June 30, 1909.

	Chico	Los Angeles	San Diego	San Francisco	San Jose
Number of Teachers					
Men	8	8	6	4	8
Women	15	26	11	13	25
Enrollment					
Normal Department—					
Men	60	21	7	0	34
Women	300	613	247	197	839
Training Department—					
Boys	168	319	85	235	179
Girls	215	355	95	274	252
Number of Graduates for Year					
Men	9	9	3	0	6
Women	52	234	72	44	247
Receipts from all Sources					
Balance on Hand	$ 1,233.45	$ 835.30	$ 43,448.48	$ 3,558.23	$249,861.48
From State Appropriation	37,700.00	55,950.00	55,730.00	30,950.00	123,950.00
From Tuition, etc.	1,546.89	94.68	14.37	5,538.25	51.00
Expenditures					
For Teachers' Salaries	$ 30,363.50	$ 48,898.00	$ 27,719.76	$ 23,003.56	$ 51,280.80
Janitors, Gardners, etc.	8,629.61	659.10	3,422.77	4,455.41	10,884.88
Library Books	1,001.44	2,022.41	1,082.71	1,632.64	1,894.00
Buildings, etc.	431.70	659.10	3,422.77	4,455.41	10,884.88
Number of Acres in Grounds	8	4.5	16.05	.85	18.30
Valuation of Grounds & Bldgs.	$215,500	$552,000	$202,395	$195,000	$157,290
Number of Books in Libraries	14,822	18,126	8,512	8,166	11,771

Santa Barbara Normal School was not established in time to make this report.

Women in Education

Conducted by EFFIE B. McFADDEN

In the March "Journal" a request was made for brief articles from the teachers of the State, giving definite information upon the subject of worthless material in the course of study. The conductor of this department stated at that time that in her opinion those who actually did the work outlined in the various courses of study should be competent judges of that material.

Miss Talbert has struck the same note when she asks: "Who is responsible for this loss of time? Not only the ones who have given us this course of study, but the women themselves who meekly continue to keep the letter of the law, when they know that concerted action, careful notes and investigations, team work under the supervision of the principal, and a closer touch with the men at the head of affairs, would help to still the crying needs of the little ones in our care."

The following article points so clearly to the attitude for which this department stands, that of putting service to education before personal interests, and points so clearly to a thoughtful discrimination between what is worthless and what is worth while in method and content that it is published as a whole.

THE TEACHER AND THE CURRICULUM

By Lilian E. Talbert

It is to be regretted that in the changes for improvement in our professional work, women have taken so small a part.

The time has come, however, when real pioneering is being done, not only in the readjustment of our whole educational scheme, but also in the teacher's attitude toward herself and toward the conditions surrounding her school life.

She is learning that if she is to advance her calling to a plane equal to that of law or of medicine, she must lay aside her embroidery and the petty cares of her daily tasks. She must make a real study of the life problems that affect, not only the girls and boys in her charge, but she must also look to that greater readjustment which must be made between her and her profession.

A most hopeful view is shown when we know that now, as never before, women are waking up to the larger possibilities in store for them, through improvement by study and travel and through the betterment of conditions affecting the teaching force.

The work of the true teacher, I believe, includes such subjects as touch the welfare of the school child, but the time has come when the teacher must look beyond the four walls of her room to find the causes of conditions existing there.

She must realize that why Johnnie continually wiggles his feet and drops his ruler is not because she uses the inductive method instead of the deductive and so fails to hold his attention, but rather, that somewhere, or at some time in Johnnie's life, he has been the victim of unwholesome food, impure milk, want of nutrition or unsanitary conditions, and that it is one or more of these things that are affecting the child's physical being and creating nervous disorders. She must know that Johnnie's apparent carelessness cannot be overcome by interesting pedagogical methods applied to the multiplication tables or the parsing of the verb **to be.**

Her work may include, then, long conferences with Johnnie's parents, or it **may** include, the planning of a course for Mothers in the new curriculum.

On my way home from school last year I met a second grade teacher weighted down with some forty-five or fifty note books. "O come," said I, "are you taking those home to burn?" Why, no! I'm taking them home to correct," she answered, with a long face. "What," thought I, "written work with ink before the muscles are developed and before the forms of the letters have become fixed in the child's mind!" Taking a glance into one of the books, I found scrawled in a cramped baby hand:

"The wound will **heel.**"

"I have a **heal** on my shoe."

"Why do you give such work?" I said. "I hate it," she answered wearily. "It is not what they ought to have, but it is in the Course of Study."

And how much time had been wasted, do you think? The period for the preparation, the time for the examination, the hours of work on the books at night by the teacher; time again when the books were gone over in class the next day. What was gained I leave to the reader.

Not many years ago, in trying to find the principal of a large country school, I entered a second grade room at recess.

Some of the children had been detained by an enthusiastic teacher of arithmetic. They were struggling over this problem:

If 5 apples cost 30 cents, what will 4 apples cost?

Now apples are an interesting subject to most children of seven years, but the ten tired little faces were proof that they had not been equal to the reasoning side of the question. However, the teacher had a reputation for teaching arithmetic; and was determined to maintain it, even against the natural laws of the mind's development. Besides, it was in the Course of Study.

I happened in on a sixth grade class some two years ago. The teacher had just finished passing out a set of examination papers in geography. As I have always had a keen interest in travel, and in the growth and development of my own country, I was delighted to know it was an examination, for it would cover a wider field, in a general way, than a regular lesson would do.

The first question was, "Bound Utah." I gave a helpless look toward the door. The children grew listless. The teacher suffered in silence. She knew, and I knew, we were victims of the Course of Study.

Waste of time? Here again were hours spent in the study of useless facts. There was the period for preparation, another for the written lesson, night work by the teacher in correcting and grading, another period in looking over the papers with the class, time lost again in re-writing and re-correcting.

Who is responsible for this loss of time? Not only the ones who have given us this course of study, but the women themselves who meekly continue to keep the letter of the law, when we know that concerted action, careful notes and investigations, team work under the supervision of the principal, and a closer touch with the men at the head of affairs, would help to still the crying needs of the little ones in our care.

The teacher must study conditions. Sure of her ground and courageous in her work she must make the facts of child life known. She must be a creator of sound public opinion. Proper legislation in reducing the number of children in our crowded class-rooms will bring far better results than building reform schools and enlarging the home of the so-called socially unfit.

A clean moral tone has been known to be maintained on the school grounds, not so much by rules and regulations, as

by the introduction of the right kind of apparatus and active games. When these things are brought about by the Mothers' Club of a community it emphasizes to the teacher the practical value of co-operation.

A teacher's work, then, must be along those lines that are to help the girl or body in the fulfillment of a useful life. A complete revision in our course of study is imminent. What to study is important, but the permanent good, after all, comes in teaching children **how** to study. We have found a deeper value in the School Garden than raising potatoes, and something more than physical strength in the open air schoolroom.

In swinging away from the old regime, the teacher cannot neglect the intrinsic value of the use of the mother tongue, nor can she fail to supply the child with the tools of learning. To do this she must still be a specialist in the subjects she is teaching. Graduating from a normal school or a university is not the end. That is but the first step into the wonderful field of the child world.

Aside from this there is that other phase, the teacher's attitude toward the profession. Here we are truly primitive, pioneers, if you please. We have much to learn, much real training to undergo before we are prepared to attack the causes that have helped to keep the teacher from commanding the honor accorded the other professions. These may be within the teaching force itself, its attitude toward its body or members, and its work. Prejudices are to be overcome. Narrowness, personal advancement to the loss of others, these things serve as injury to the cause. How many great steps in education have been taken with the real enemy within the teaching corps?

A reform in the method of the employment of teachers and their sudden dismissal, a provision for the later years of a life spent in service for others,—these things will come, are bound to come, if the teachers, the workers of the rank and file, with earnest patience, and quiet enthusiasm bend to a purpose and for a cause that is right and just.

Rome was not builded in a day. Foundations broad and deep must be laid. Our duty as we see it must not be neglected or deferred. Let us be as liberal as we may. Then with a wise conservatism we may keep the best of the old in this reconstruction of a work we may honorably call a profession.

OUR RESPONSIBILITY

By Clara Martin Partridge

There has been a most interesting series of confessions on the part of teachers, discontented and contented, and an equally interesting series of explanatory comments thereon from within, and from without, the ranks of educators. From among the conclusions which may be drawn from these articles, a certain set may be summed in the word Responsibility.

As the teaching body is, whether it should be so or not, largely women, the matter of Woman's Responsibility to the Profession is the most vital of all the questions before us in these days of travel towards the Promised Land where each part of the great educational triangle,—the child—the teacher and the State—shall be found perfect, lacking nothing.

During the discussion that preceded the vote upon affiliation taken by the California Teachers' Association last December, a certain City Superintendent put forth this very definite question, I think I quote his meaning, if not his exact words: "Will the women do the work that is to be done? Will they, for instance, go to Sacramento and labor for the things that have to be worked for? Will they spend their money and their time doing work that requires money and time? If they will,—well and good—if not then men must, and women must be satisfied to have it so."

Men, whom the most critical of women commend for their fair-minded and non-partisan actions, have said to me: "We do want the women to have their share of responsibility, but we cannot persuade the women to take it. It is difficult to get them to accept even slight tasks." That this is true, we women must admit, though we do so reluctantly. One of the most striking proofs of the fact was afforded by that very same meeting to decide the affiliation movement—a movement that concerns the individual as well as the collective interests of every teacher in the State. When the time for the business meeting came, a very small percentage of the women were willing to endure the discomforts of a delayed luncheon, and the wearisome details of discussion for the sake of aiding, or defeating, action which will advance or retard them professionally.

Affiliation was accomplished, the Council of Education was thereby instituted and members were elected by the central bodies, among them seven women. At the initial meeting of the Council in Fresno, there were four women present—one

from each of the associations. At the meetings of the Legislative Committee of the California Teachers' Association two women were present at the first, three at the second. Of this committee of fifteen, four are women.

How do these facts answer the question quoted above? What arguments do they afford those who are opposed to women in places of responsibility? What proofs do they put into the hands of the admittedly fair-minded "non-partisan" men in the profession?

The call is to all women, and it is particularly to those who have accepted these positions upon committees and in the Council. It means sacrifice—sacrifice of personal preferences, personal profit. It means the giving up of sunny Saturdays and the joy of congenial companionship over the teacups, for a long day in a stuffy office, talking over and weighing many matters with others who likewise have given up the same things in order that conditions may be better for every member of the teaching body as well as for the community and the child.

I know few women who seek the responsibility and few who are willing to accept it when it seeks them. I know few men who do not seek it, and I know more who have refused when it has been brought to them.

It is still time that "He who is faithful in little will be faithful in much." How can we as women advocate more opportunity for women, if by the little, we do not prove the ability to do the much? As I see the activities of the educational world, women themselves are proving their worth, or worthlessness, in the work of that world, and the big-minded men whom the women recognize as such, are not only welcoming women but seeking for their co-operation.

The responsibility of demonstrating our capacity for Responsibility is one that we can neither decline nor escape. Failing to show it, we have it not, and, "From him who hath not, shall be taken even that which he hath."

* * *

I hold in my memory bits of poetry, learned in childhood, which have stood me in good stead through life in the struggle to keep true to just ideals of love and duty.—Dr. Charles W. Eliot.

THE SUPERINTENDENT'S CONVENTION

By Clarence S. Pixley

The Mission Inn at Riverside is a glorious place to hold a convention, especially a superintendents' convention, and Baldwin the Irrepressible led the superintendents in singing "So Say We, All of Us." Frank A. Miller, the Master of the Inn, is the most attentive, pleasing, and altogether delightful host to be found anywhere, and Baldwin the Irrepressible led the superintendents in singing "For He's a Jolly Good Fellow."

The Second Annual Convention of Superintendents was declared by all attending it to have surpassed in the effectiveness of its sessions, in the practical benefits resulting from its deliberations, in the social environment and altogether charming nature of its surroundings, in city and country, any that had gone before. Its business features were characterized by an earnestness and unity of action that eloquently bespoke the high purpose of its participants, while the interludes of entertainment were marked by a cordial heartiness and enthusiastic camaraderie that left no aching void for anyone.

Many of the superintendents were seeing Southern California for the first time, and but few had hitherto penetrated this far into the back country of the south. They have returned to their homes with a solidified love for the whole State, their own State, an added pride in a section whose possibilities were unsuspected and unguessed, a broadened outlook, increased respect and wider knowledge of the commonwealth we all delight to honor. Here the distant snow-capped peaks, vying in picturesque sublimity with the higher ranges of the north, the expansive sea of lustrous foliage whose like may not be found anywhere, the quiet atmosphere of homes prosperous in unobtrusive refinement, all combine to fill the soul with a restful and satisfying calm. This was the spirit that pervaded the convention, and contributed largely to its pronounced success.

The convention was formally opened Monday afternoon, by Superintendent Hyatt, who was elected permanent chairman. C. S. Pixley was chosen to act as secretary of the convention, and Geo. L. Sackett made assistant secretary, and the provisional committees which had been named by Superintendent Hyatt in preparing the program, were approved by vote.

The convention was then ready to proceed with the program, which opened with an invocation by Superintendent Linscott of Santa Cruz.

Benjamin Ide Wheeler, President of the University of California, was introduced as the first speaker, and announced that as he had but recently returned from a sojourn of several months in Germany, where he had closely observed many features of the German educational system, his greatest interest was in a comparison of these things with American conditions, and his talk would be directed along this line. Dr. Wheeler said that the Germans had reached such a high standard, educationally, and were so sure of the soundness of everything pedagogical and scholastic in Germany, that they had steadfastly refused to believe it possible to ever borrow anything from the Americans, but within the past few years new and valuable ideas had been carried to the Fatherland by more progressive German teachers who had visited America, and some of these were being adopted, chiefly because it is seen that results are obtained in America and therefore some good can perhaps come from here. Throughout Europe America is considered a nation of braggarts, and in Germany particularly everything American is said to end in "est." The final argument, and one hard to answer, is that owing to the difference between American and German children, transplanted methods could not be applied there with success. This difference is imagined, not real, but bald statements to that effect do not convince the slow-going Teuton. The Germans are pessimists depending on the repeated success on a level plane with the past, against the American optimism of hope and faith in a future constantly rising to something higher. Kaiser Wilhelm is credited with the pessimistic remark, in a conversation with Dr. Wheeler: "I feel that I am misplaced. I am an optimist at the head of a nation of pessimists."

We are in the faith period of our country, and are so anxious to improve everything we have that we are apt to overturn many things in experimentation. The Germans move more slowly, and cannot understand our

radical ideas of progression, yet they are working out some remarkable changes in their schools.

"God save us from the teachers who try to teach from behind a desk, sitting with a text book in their hands," said Dr. Wheeler, and he was greeted with a round of applause. "The Germans have passed this stage and the teacher becomes a vital force in the midst of his class, unifying it and making each member alert and eager. They reach the whole class, rather than a few individuals of it."

The percentage of women teachers in German schools is low, four-fifths being men. The position of woman in Germany is not one of recognized command, except in the household, where she is supreme and her authority is absolute. The government made a special investigation a few years ago, to determine the advisability of increasing the number of women teachers, but decided against it. Under German conditions, women do not make as satisfactory teachers as men. Co-education is not general, and it is rare to find a woman in charge of mixed classes, and exceptional, indeed, to find one teaching boys alone. Salaries are low, the highest for men being only $900 per year, and for women $600. Old age pensions are provided, however.

Dr. Wheeler spoke enthusiastically of the singing in German schools, in which we are far behind. There they do not wait for a certain time for the music teacher to come and conduct a class, and let it go at that, but sing at any time, perhaps as a rest from other subjects, or as an interlude between them, but at all times with a vim and heartiness, boys and girls alike, in a manner that we could adopt with much advantage to the schools.

Where the Germans are backward is in their deep rooted idea of class distinction. There is no chance to rise from one class to another. The public schools prepare for life in the class from which their pupils enter, and there is no possible step from them to the gymnasia, or schools leading to the university. This constitutes the greatest difference between the systems of the two countries. The time has not come in our country to say that certain lines shall be closed to the sons of barbers and tailors, but we will give everybody an equal chance

to get to the top in anything. We do not wish to train a few men merely to intellectual prowess, but to make a land of success for the average man. The Germans manage their schools better and more economically than we do, but "give me the free field, the average man as America has developed him, the equal chance for anybody's boy or girl to go to the top, for it is by this system that eventually will be reached the highest plane in the educational heaven, on God's footstool."

Dr. Wheeler's address was followed by a pleasing incident not on the program, when Superintendent Hyatt introduced to the convention Mr. Miller, the Master of the Inn, who warmly welcomed the superintendents, bidding them feel at home and among home folks. Mrs. Richardson, who was remembered by the superintendents as their hostess at Tahoe two years ago, was also introduced and cordially greeted by the convention.

The Statutory Branches of Study was the first subject for discussion, and was opened by Supt. Julia L. Jones of Mariposa, who was unwilling to strike out much from the present list. Possibly bookkeeping could best be spared. The elasticity of the course makes it valuable and enables local boards to adapt their course to their locality.

Geo. W. Frick, Alameda County, believed the present subjects represent purposes of schooling. We might better eliminate matter from the text books than reduce the number of subjects. Manual Training and Domestic Science should be extended as much as possible.

Mrs. Minnie Abrams, Butte County, agreed with the idea of an elastic course and thought the greatest wrong is in the manner of teaching. The present method of teaching physiology, for instance, from the present text book, is outrageous. It would be a great improvement to teach the principles of hygiene and sanitation, and allied matter, from such books as the Gulick series in the hands of the teacher only, and still better to have the books in the hands of both teacher and pupils.

W. H. Greenhalgh, Amador County, found it impossible to designate any subjects that could be spared. At one time he thought drawing might well be dropped, as he had been discouraged with the way it was taught, but upon seeing the

fine results in it in a school of half breed Indians, reconsidered and favored its retention.

A. B. Anderson, San Rafael, saw little in the subject to be discussed, as it was already determined by local authority, and there was no apparent good reason for change in the law.

L. F. Kilkenny, Salinas, agreed with others in essential points. The present statutory branches are all right, but the content of the course of study should be determined by social need rather than by law. Make the course general and as rich as possible. Rather than curtail it, it might be better to add to it.

Mark Keppel, Los Angeles County, asking for an expression from the superintendents on certain points involved, brought out the fact that in only three counties was the course of study reduced as permitted by law under certain conditions. In about twelve counties attempt is made to comply with the law against requiring home study by elementary pupils.

Retirement Salaries for Teachers was the second subject taken up, and was presented in a comprehensive manner by Dr. Alexis F. Lange of the University of California, giving various reasons for the establishment of some system of retirement, and showing what objections would be offered to the introduction of any kind of system by the opponents of the idea. We cannot argue for retirement on the ground that we are unfit for other professions, or that we are afraid of the poorhouse, or that we are orphans. Dr. Lange presented the plan proposed by the committee of the Berkeley Teachers' Association and went into statistics collected recently in this State, showing that under its provisions only 110 teachers could take advantage of it the first year, at a cost of about $60,000, and that this would gradually increase by 40 teachers per year until the annual cost would be about $300,000. The suggestion was made for a minimum amount for retirement of $450 per year, with a maximum of $1,200.

L. W. Babcock, Mendocino County: The idea is the proper thing, and would be for the best interest of the State. The best interest of the teachers will be taken care of by serving the best interest of the State and the children. The principle is a popular one in school circles and only needs to be made popular with others. The chief problem connected with it is the one of money. Show the average outsider a practical way in which the thing can be done, that it would be to his interest, and his support would be enlisted without further argument.

Eva W. Spargur, Modoc County, concurred in the opinions already expressed, and believed the question to be largely one of economics.

A. S. McPherron, San Bernardino County, had given much thought to this question in the past, but not for the last few years. The plan outlined by Dr. Lange seems feasible, and should be favored. It would be improved by reducing the range between the minimum and maximum amounts, making them $600 and $1,000 respectively.

J. C. Templeton, Palo Alto: Since the desire should be for increased efficiency through this means, rather than any personal benevolence, slight revision in the suggested plan would be necessary. Consultation with an attorney about the proposed bill had shown the possibility of one section being unconstitutional. Securing the necessary amount of money would be found the greatest problem. The general principle is one the convention can unite on.

Florence Boggs, Stanislaus County: If the system is good for the army, the navy, and many railroad companies, it ought to be good for the teachers.

O. W. Erlewine, Sacramento: The Schoolmasters' Club of Los Angeles has taken up the question and endorsed the idea. Observation of the retirement plan applied to railroad workers in Sacramento shows it to be a fine success.

After a short period of open discussion Superintendent Frick offered a motion that the convention approve the idea of a State Retirement plan for teachers, to be worked out in detail later, which motion was carried, and the convention adjourned.

The Tuesday morning session was opened by an address by President Blaisdell of Pomona College. President Blaisdell's subject was The Personality of the Teacher, the particular point he desired to make being the pressing need of men of insight into the capabilities of the children, men who can start children right by finding the proper sphere for them, and directing them toward special training for it. Our only division in education is between those of genuine purpose and genuine work on one side, and those only pretending work on the other. Personality is what we most need—educational overseers and business administrators who can cope with the diverse problems of our school system—these are indispensable in a new country like California. They must be familiar with many details of school law, construction of buildings, bond issues, as well as able to supervise large bodies of teachers; they must correlate all into a common unit. The world is going over to specialists and the business of educational systems must more and more go into the hands of educational experts.

Also there is the educational inspirer, one who can make pupils and students eager, alert and interested, but they are not impossible to find. It is the third type that is most lacking—the teacher with the capacity of personal insight who can understand and estimate the individual pupil, so as to start him in the line where he will be most efficient in after years. Formerly this was determined about the senior year of the college course, but later, under the system of electives introduced, the freshman, thrown suddenly into new and strange surroundings, was obliged to make the decision at the very time he was most likely, in his confusion of ideas, to decide wrongly. Now, the time for this decision is being forced down into the high school. Lines of specialization are going to deviate from the second, third, or fourth years of the high schools of which the superintendents are the overseers. Many other problems that have originated in the colleges have worked down year by year into the high schools, and this one of oversight and direction is coming too.

Our need in this generation is for someone who can make appraisement of capacities. The last discovery to be made in the realms of exploration is to discover men in the boys. They are there to be discovered by that man we need most—the man of the personal insight.

President Blaisdell is a new man in the State, and this was his first public appearance in the State. His remarks were received with much enthusiasm by the superintendents.

The subject of Supervision of Rural Schools was presented by Dr. Ellwood P. Cubberley of Stanford University, who pointed out defects of the present system of supervision which he believed could be remedied by a plan he outlined to the convention. The plan submitted embodied a constitutional amendment and scheme of legislation which he explained as worked out in detail. The feature of the plan was the selection of county superintendents by county boards of education, the members of the board to be elected by the people. The board should also have power to appoint assistant superintendents for closer personal supervision than is possible now, in the ratio of one to twenty-five teachers. Dr. Cubberley's principal points were the inadequateness of supervision of rural schools at present, the removal of the office of county superintendent from politics, the opportunity afforded for selection of a superintendent from outside the county and the fact that the plan is in successful operation already in other States.

Duncan Stirling, Monterey County, said the plan was a new and unfamiliar one, and for that reason he was not willing to accept it blindly. If the convention could agree on any plan to present to the legislature, it would be a good thing, but would not be well to abandon the start already secured under existing laws.

C. N. Shane, Placer County: The plan of Dr. Cubberley is a good one. It works all right in high school work, and if it will not work in the county, superintendents should be willing to retire.

Lillie L. Laugenour, Colusa County: There has been improvement in the past four years, but there must be further improvement. The general sentiment is growing for the retention of superintendents for longer periods than the present average term, but there is need for something better than we have, to secure desired results.

Dan H. White, Solano County: Five years of observation and in-

vestigation have worked a conversion to the Cubberley plan. By it some advantages now enjoyed exclusively by city superintendents may be obtained. The dependence of the county superintendent on a campaign for re-election is a most unfortunate condition. In one instance a candidate was known to incur expenses of $1,100 for re-election, when the salary of the position was only $1,500 per year.

Mark Keppel, Los Angeles County, decried both the plan suggested and the consolidation of schools. Statistics cannot be cited to prove claims advanced by oratory only. The idea of cheapness is to be deprecated, since we cannot get something for nothing. Somebody must always pay the price. The plan contains good features, but should be frowned on as a whole. The county superintendent is at present responsible only to the people, and this is right. If he cannot answer to the people for his administration he ought to take the consequences. It would take twenty years to convince the legislature of the propriety of submitting such an amendment to the people, and another twenty years to persuade the people to accept the amendment. Meanwhile, ample rural supervision could be secured through additional deputies.

No action was taken by the convention on the subject at this time.

Tenure of Teachers was the next subject, presented by Will C. Wood, Alameda. The question is always an open one. Something has already been accomplished in the way of a general sentiment in the right direction. In the early thirties the so-called principle of democracy, "rotation in office," was grafted on the country. The new idea is that the true principle of democracy is efficiency, the introduction and success of which in the national government gives the opportunity for teachers to urge it in their profession.

At present there are three systems in vogue: The yearly change in the rural districts, upsetting to both schools and teachers; the San Francisco plan, amounting to life tenure, which is open to severe criticism; the practice of most cities, which is the best of the three, placing no burden of re-election on the board, but only that of dismissal, the teacher being considered a perpetual candidate unless signifying otherwise. The German plan is similar to this and is an excellent one for the teacher. The law might be amended to provide an indefinite tenure for teachers, instead of an annual election, and requiring the trustees to notify their teacher of any intended dismissal by June 1st of each year.

DeWitt Montgomery, Sonoma County: Real improvement must come through much more radical changes than have been proposed. The question is closely related to the one of supervision of rural schools. If we work for greater efficiency and better supervision, we will increase the tenure of the teacher.

Raymond Cree, Riverside County: Conditions are probably similar in nearly all the counties. All teachers desire to go to towns and cities as soon as they can get a position there. This makes the problem of tenure one for the country districts. The rural schools really have the most need for the best teachers, for it is these schools that have the least in supervision, least in association and least in inspiration. Equal salary with other schools will not solve the problem for the rural districts, but any plan that can be made effective for rural schools will be welcomed.

John H. Garner, San Benito County: Frequent changes in country schools are the rule in San Benito County. There is no trouble in the towns, where teachers remain in the same positions for years. The suggested plan would help in a general way. A good idea would be to change the present plan of apportionment of the county fund, so the country district would get an increased allowance.

F. W. Conrad, San Bernardino: Permanent tenure would be good for the schools, but the question has two sides. The teacher should be protected when good work is done, and the school should also be protected against poor teachers. The law might provide that a district keep a teacher for two years, simply for full assurance of excellence, and grant permanence of tenure after that, if success had been demonstrated. This subject will be found to be intimately connected with the question of retirement of teachers.

Mamie V. Lehner, Santa Barbara County: It is unusual to drop worthy teachers in Santa Barbara County. Ordinarily the rural teacher leaves her school voluntarily, on account of the undesirable conditions encountered in the country.

This concluded the morning session. Between the two discussions, Superintendent Lillie L. Laugenour introduced a motion that all members of the State Board who were present, supervising principals, members of boards of education, the editors of two educational journals of the State, the host and hostess of the Inn, publishers' representatives and the wives and friends of superintendents who had accompanied them to Riverside, be made honorary members of the convention, which was passed by unanimous vote.

Before taking up the regular program on Tuesday afternoon Dr. Millspaugh, President of the State Normal School at Los Angeles, was introduced to read a resolution pertaining to athletics in the schools. This resolution appears in full on another page, in the proceedings of the State Board.

Dean Crandall of the San Diego Normal Summer School was also introduced to make announcement to the superintendents of the summer session this year, which will commence July 5th.

The subject What is a Text Book provoked an extended discussion, but no new facts. This discussion was intended to serve as a guide to the State Board and the Committee on High School Text Books, in determining whether or not to include all classics in English and modern languages in the official list of high school text books. Many superintendents declared their ignorance of what constituted a text book according to law, the definition offered by Mrs. N. E. Davidson, Kings County, being received with applause and endorsed by all succeeding speakers. Mrs. Davidson defined a text book as a "book adopted by the State Board of Education." At the close of the discussion, City Supt. C. L. McLane of Fresno offered a motion that it be the sense of the convention that classics in English and modern languages should be included in the official list of high school text books. A rising vote on the question showed a fairly even division of opinion, the ayes prevailing by 31 to 27.

The last subject of the day, Industrial Education, was presented very briefly by Superintendent Hugh J. Baldwin, San Diego County. The speaker referred to the action taken by the last convention of superintendents, and declared that the industrial demands of the day require that all school people take up this movement. He

directed attention to bulletins from Columbia University and from the City Superintendent of Stockton, James A. Barr, who is working for the establishment of an agricultural high school in his city. School men of the State are taking up this movement for the increase of industrial education in a most progressive manner, and there is no more fertile field for it than California.

Alfred Roncovieri, San Francisco, followed with an extended and able talk, which was listened to with the closest attention and re-received with hearty applause. Superintendent Roncovieri in his remarks stated that there is nothing more important in the school system of today than the need of industrial education. While only two per cent of the pupils finally enter professional occupations, there are ninety-eight per cent who are shunted off into the turmoil of life, burdened with the need of being told what to do. For many of these, industrial education will be the solution of their problem. The superintendents of the State should lead the people in this regard, since it is the superintendents who have the best knowledge of its importance, its urgent necessity, and its possibilities.

The greatest obstacle in the way of getting what is wanted is lack of money. It is expensive to build and equip such schools as the State might use to advantage, but it would be the best thing for the State if these schools could be provided at whatever expense they would require. A law for the support of technical schools should be formulated, as California is far behind other States in this regard.

Last year the speaker had visited schools of this nature in Ireland, England and France, and was electrified by the remarkable showing made therein. The Belfast Technical School, in particular, has an enrollment of 6,000, a majority of whom are in the night department, and work at mechanical trades during the day. The buildings for this school cost $1,000,000 and the equipment $250,000. Glasgow has a technical school costing $1,500,000, and Paris a school of arts and crafts that cost $2,000,000. In both Ireland and France the building trades and labor unions opposed these schools at first, but this condition is not likely to obtain in this country, since their great value has been fully demonstrated. As an indication of the growing sentiment in their favor, San Francisco lately voted a $600,000 bond issue for a polytechnic high school, at the same time rejecting a number of other excellent and meritorious projects, showing that the people want this thing, and want it above everything else.

Every county of the State ought to have a school of the Belfast type, even though they would cost millions of dollars, and legislation should be recommended that would eventually give every county one of these schools.

R. P. Mitchell, Orange County: The people of Orange County are demanding training of this kind. First commercial lines were taken up, which is a step away from the old idea of purely classical courses, and now Manual Training and Domestic Science have their part in the course of study. The establishment of an agricultural school is under consideration.

J. G. O'Neill, Nevada County: This is the big thing and the coming thing. The State Normal Schools should attend to the provision of teachers for this work, and particularly should give more time to training their girls in domestic science.

D. L. Thornbury, Eureka: A polytechnic department is now being

introduced into the Eureka High School and the next school building constructed there will be a polytechnic high school.

Horace M. Rebok, Santa Monica: The question is no longer what the people want and are determined to have in industrial education. The practical issue is, Shall we have State schools for this work, or do it in the schools already established? The latter plan will probably further the work most rapidly and be the more satisfactory. The question of practical agriculture in the high schools is answered by the fact that over fifty per cent of the high school students return to the farm after leaving school.

Superintendent Leroy Anderson of the State Farm School at Davis was invited to join in the discussion, and stated that the study of agriculture in the high schools is increasing so fast that the State cannot supply the demand for teachers, which is three hundred per cent greater this year than last. It will be found that the superior plan is to add agriculture to the high schools, rather than establish more State industrial schools.

No action by the convention followed the discussion of this subject, the apparent feeling being that with its present impetus the movement would take care of itself until another convention.

The Wednesday morning session was opened with prayer by Superintendent Linscott.

The Morning Talk was to have been made by President David Starr Jordan of Stanford University, but circumstances made his attendance impossible. Chairman Hyatt substituted Alfred Montgomery, "The Farmer Painter," who entertained the assemblage for a few minutes with a talk on Art and Education, which was plentifully interspersed with droll humor, quaint phrases direct from "down on the farm," epigrammatic conceits and shrewd observations.

The discussion of County Institutes became more general than any that preceded it, and was directed largely toward the value of providing for the attendance of trustees at institutes and the superiority of a number of local institutes over one county institute. Boiling the question down to its final point, it was found that its solution lay in the same old two words that would solve many other problems—more money.

At this point Secretary Sackett read a telegram from the family of Superintendent James A. Barr of Stockton, who was known to be seriously ill of pneumonia. Mrs. Barr's message was in reply to a wire sent by Chairman Hyatt, and bore the faint words of encouragement, "still a fighting chance." It was received with profound emotion by the assembled coworkers of the noted educator, with whom all had been associated in an educational way for years.

The Course of Study was the second subject of the half-day session, and was briefly presented by Superintendent E. C. Moore of Los Angeles, emphasizing the need of all things we now have in the course of study, but advocating the dropping of a subject by a pupil, when it was obviously not benefiting him, and directing his efforts toward channels where some headway could be made.

Frank F. Bunker, Berkeley: Our courses of study are based on the assumption of continued school work, which is not the case. If the course were built upon the known fact that a very large proportion of pupils leave school instead of going on up through high school and university, practical results would follow.

Delia D. Fish, Tehama County: There are too many things in our courses of study now. By lopping off many of their multifarious details and making a uniform course for the whole State, a number of vexatious difficulties would be done away with.

George L. Sackett, Secretary of the State Text Book Committee: There is altogether too much in the high school courses of study, and the condition is caused by the enthusiasm of special teachers, who overestimate the importance of their particular subjects, and enlarge their scope until the work in different subjects overlaps.

During the session, Mr. and Mrs. DeWitt Hutchings, son-in-law and daughter of the Master of the Inn, were introduced to the convention, and Mr. Hutchings pointed out interesting details of the convention's meeting place, The Cloister, which is in the newest addition to the Inn.

The afternoon was devoted to The Boy in School; How to Keep Him There. The most complete and finished paper of the convention was read in opening the subject by E. P. Clarke of Riverside. The paper was believed to possess great value for all school people, and Mr. Clarke was requested by vote of the gathering to permit the printing of his paper in both the educational journals of the State.

All the speakers following Mr. Clarke agreed that the details of the question had been covered so completely in the paper read, that further remarks would seem almost superfluous. Chairman Hyatt desired to hear a few words on this subject from "Dean" Randall, who for a number of years was Superintendent of the Preston School for boys. Mr. Randall cited the fact that reform schools do not contain public school graduates. While this reflects credit upon the training given in the schools, a measure of discredit attaches with it, to the community failing to look after the boys of the streets, the alleys and the penny arcades, and put them in the public schools. Many experiences of the speaker with boys of the reform school were related, showing how the boys were received, how treated, his confidence gained, and the personal hold that the teacher thereby secures on the boy. Instances of these "bad" boys in after life were described, showing that they may be turned into sterling, upright citizens.

Robert C. Root, California Secretary of the American Peace League, spoke a few minutes on the Peace Day movement advocated by the society, urging that one day of the school year be set apart for attention to the principles of the phrase "peace on earth, good will toward men."

Miss Gretchen L. Libby, Secretary of the California Audubon Society, closed the afternoon session by a short talk on the work of the society and the study of birds.

Thursday afternoon was devoted wholly to the subject of Health of School Children, dealing largely with health and development work in the schools, under the provisions of the new law. The Special Committee appointed at the Yosemite Convention rendered an exhaustive report, which was read by Superintendent F. F. Bunker of Berkeley on behalf of the chairman of the committee, E. M. Cox. The report closed with a summary of recommendations as follows:

1. That vigorous measures be taken to, so far as possible, prevent disease among the school children, and we particularly urge that the State Board of Health prescribe the time during which children should be excluded from school on account of contagious diseases.

2. (a) That all school health officers shall be employed by and under the authority of school boards, and

(b) That school health officers be certificated and chosen because of their efficiency in health work, rather than as practitioners.

3. That, outside of cities, the school authorities shall be given the authority by law to call upon county health officers for advice in health matters, and that within cities having no school health officers, these duties shall devolve upon the city health officers.

4. That the vaccination law should apply to all schools alike, and that the burden of enforcement shall be placed upon the health officers, the schools furnishing such reports as may be required by law.

5. That a physical examination of teachers be required by law, such examination to be approved by the health officers in such schools as have them and elsewhere by an examining board in each county, and that the form of certificate be prescribed jointly by the State Board of Education and State Board of Health.

6. That attention be given to the size of school grounds. No school building should be located on less than one-half acre with an additional one-fourth acre for each classroom, and we favor such a requirement by law.

7. That the State Board of Health and State Board of Education jointly be authorized to prescribe the minimum requirements in reference to the location, lighting and sanitation of school buildings to which all plans must conform before the same shall be approved by superintendents.

8. That steps be taken to bring about the physical examination of all children in our schools. Where this cannot be done by health officials, it should be done by teachers and principals.

9. That this convention appoint a committee to co-operate with the State Board of Health in reference to the matters recommended in this report and other health legislation relative to schools that may be proposed.

10. That hereafter such portions of the general health laws as relate to the schools, shall be printed in the editions of the school laws.

11. That at the earliest opportunity the State Board of Education shall adopt a text book in physiology, giving due attention to hygiene and sanitation.

12. That we urge all school authorities to devote themselves to the teaching of the evil effects of the use of tobacco and particularly to the great danger to youth in the use of cigarettes.

Dr. Ernest B. Hoag, Professor of Hygiene at the University of California, opened the subject for discussion by the reading of a paper, taking up in turn various phases of the question which need to be dealt with. Dr. Hoag said in part that it would be better to standardize more than at present. The law we have is only a step in starting. By the time the legislature would meet again it would be time to pass a compulsory law. Certificates should be issued only to those of special fitness for the work, as contemplated by law, but the recommendation should be in the hands of the university, instead of the State Board of Education, which has already experienced some difficulty in determining this requirement of the law. The proper qualifications for the position of supervisor of health and development work were enumerated as follows: First, graduate of recognized medical school. Second, State license to practice medicine and surgery. Third, courses in school hygiene, public health, school sanitation, bacteriology, sociology and vital statistics. Special practitioners might be certificated by special examination, and the work

thus safeguarded against inefficiency and the position made one of dignity.

Many of the speakers following Dr. Hoag in the discussion disagreed with him on various points.

Mrs. Belle S. Gribi, Merced County, believed medical supervision needed as much in the country, where no funds were available at present to pay for it, as in the cities, and suggested compulsory county supervision and a county officer to visit country schools.

W. T. Helms, Richmond: If parents neglect their duty in this matter, and shift the responsibility to the schools, they should expect to pay for it. It would need to be gone into extensively, and would be expensive, but the parents ought to pay. The cost is the present serious obstacle.

J. W. McClymonds, Oakland, objected to the idea of compulsory supervision. Go slow until the right men are developed through the work. The duties of the position do not really require a physician, but if one is employed, he should give his entire time to the work. If not a physician he should be a teacher in a broad sense, one able to diagnose disease, but a great educator and missionary in the work. Admission of practitioners to the position would antagonize other physicians, and defeat some of the objects of the system.

Roy W. Cloud, San Mateo County: We should educate the children in this direction now, and get the benefit of it when they grow up and fill the positions of school trustees. Teaching should cover points of physiology, hygiene, sanitation and how to act in emergencies.

F. S. Allen, School Architect, was called upon by the chairman to make some remarks on the subject under discussion, and pointed out the excellence of the vacuum system of cleaning for school buildings, illustrating his talk by a practical demonstration of the vacuum cleaner with the hotel apparatus. He showed that the cost of installing the system has been reduced to a reasonable figure, and urged that in the construction of all new school buildings, the vacuum pipes should be included in the plans, whether possible to add the machinery from the start or not. Hygienic drinking fountains should also be in use in all schools.

E. C. Moore, Los Angeles: Results in Los Angeles have shown the success of employing young men, men of earnestness of purpose and increasing efficiency as they grow up in the work. Specialists are not needed, and satisfactory men can be secured for about one-half the salary of the school principal. Buildings ought to be thoroughly cleaned oftener than they are, and the use of formaldehyde is to be recommended at least monthly. There is danger of this department overestimating its importance. It should be kept to proper dimensions and the teaching of health rather than pathology, should be emphasized.

Duncan Stirling, Monterey County: In Monterey County the county physician is always glad to accompany the superintendent to country schools, to assist in regulating conditions.

F. M. Fultz, Santa Barbara: Children excluded from public schools for contagious disease should be quarantined more closely than at present, since they are allowed to go into private and parochial schools and nickleodeons, and the contagion is thereby spread and carried back into the public schools. Theaters, street cars, etc., should be watched as well as the schools.

Mrs. Davidson, Kings County: Former trouble by closing the schools on account of epidemics had been almost done away with by thorough disinfecting all school buildings at the expense of the county, before the opening of school.

May E. Dexter, Yolo County: Since the law requires the school to furnish drinking cups, why not buy individual cups for the pupils out of the school funds?

Mark Keppel, Los Angeles County: The health officer should be allowed to practice medicine, since by this he will constantly grow in efficiency and knowledge. The committee's idea of minimum space according to size of school should be strongly supported. We should stand pat on the proposition of a square rod of school ground for each child in the school.

C. N. Shane, Placer County: The present State physiology is very objectionable. Twenty-five pages will hold all that is necessary of hygiene and sanitation, and the State Board could easily have compiled a book of this nature that would teach all we need.

The discussion was closed by Dr. Hoag, who explained that his remarks had been misunderstood in many particulars, and that there were few points of real difference.

During the Thursday session a few minutes was given to the discussion of the advisability of adopting a method reader at the present time. This matter was brought before the superintendents at the instance of the State Board of Education, Chairman Hyatt directing that five minutes each would be given to Superintendents Keppel and Bunker for the presentation of the points at issue. Superintendent Keppel stood squarely for the adoption of the Gordon method, but would not stand out for this point if some other recognized good method could be adopted. Superintendent Bunker argued for the continuance of the present system which permitted the use of any method in addition to the State text, and thereby allowed more range for the individuality of the teacher.

The convention voting on the question of recommending the adoption of a method reader in addition to the present text resulted in ayes, 17, noes, 31.

The final session was opened on Friday morning by short talks by Lyman Evans, District Attorney of Riverside County, and C. L. Loring, expert on street tree planting. Mr. Loring spoke particularly on the improvement of school grounds, telling in an interesting manner of experiments in Minneapolis in giving prizes to the children for beautifying the school grounds. The best form of improvement is just trees for the children to play under. There should be no flower beds except in the corners of the grounds, or angles of the building. Riverside is an excellent example of the ease of improvement in California by the planting of trees.

Before taking up the last number on the program, the following tribute to Dr. E. C. Moore was read to the convention and adopted by rising vote:

To Dr. E. C. Moore

We, your fellow superintendents of California, regret exceedingly that you have determined soon to terminate your work among us. By your taking this action each of us loses a friend; moreover the work of our profession suffers a distinct loss. Your fine optimism; your genuine courage; the unswerving and unfaltering fidelity with

which you have held to the ideals of our profession; your wise counsel and personal sympathy—all these splendid qualifications have made your services invaluable to the educational interests of the State and have won for you the respect and friendship of your fellows. As you leave us, we want you to know that we accord to you a permanent place in our affections, and that we recognize in your work among us, both as a scholar and an administrator, a force which has consistently stood for the things which are highest for the educational interests of the State of California.

Dr. Moore was deeply touched by this expression of confidence and esteem and voiced his deep regret at leaving California. He said, however, that as a Californian he hoped he might be able to do some good in educational lines in that barbarous frontier of the country, beyond the Alleghenies.

Superintendent Hyatt at this point asked for opinions of the new form of school register, to guide his office somewhat in preparing the next edition. After short statements by a number of superintendents, four votes were taken, which showed that all would be best suited by a return to the old form of register, which should be issued in two styles of binding—a register for a single year's work in a heavy paper cover, and a register covering two years' work in board covers as heretofore.

The discussion of Needed School Legislation brought out the only fireworks of the convention, the debate on several recommendations of the committee waxing hot.

The recommendations of the committee, with action of convention on each, were as follows:

1. That the school tax be raised from $7 to $10 per child. (Adopted.)
2. That the apportionment law be amended to allow $900 for the first teacher in each district and $550 for each additional teacher.

This provoked a prolonged debate, which was only increased by an amendment proposed by Superintendent McClymonds that the committee be instructed to include a further recommendation that the apportionment be based upon the number of teachers as proposed but that for the remainder apportioned upon average daily attendance, nothing should be allowed districts whose average daily attendance was below a certain fixed number. The atmosphere was finally cleared by Superintendent Frick flinging himself into the midst of the fray with a motion for the previous question, which was on the adoption of the McClymonds' amendment. The amendment carried by vote of 28 to 17 and the amended section was immediately adopted.

3. Such amendments to the school code as would more clearly define the principles of school supervision. (Adopted.)
4. Indefinite tenure for teachers. (Adopted.)
5. A State-wide law for teachers' retirement salaries. (Adopted.)
6. Legislation to permit teaching of modern languages in elementary schools above the fifth grade. (Lost.)
7. Including expense of bond issues in purposes for which bonds may be voted. (Adopted.)
8. Legal provision for county health and development supervising officer. (Adopted.)
9. Authorization for joint union high schools to issue bonds. (Adopted.)

10. Provision that funds of joint district be deposited in the treasury of the county where the school house is located. (Adopted.)

11. Raising the maximum age for compulsory attendance in elementary schools from 14 to 17 years. (Adopted after amending to give authority for excusal to superintendents rather than judge of juvenile court.)

12. Providing for transportation for children living more than two miles from school. (Adopted.)

13. Payment of interest on school orders at the rate of one-half per cent monthly, when district is short of funds. (Adopted.)

14. Change of date of election of school trustees to first Friday in May. (Adopted.)

15. That appointed school trustees fill out full term of vacancy. (Adopted.)

16. That in joint institutes each county participating may expend 75 per cent of the institute fund. (Adopted.)

17. That expenses of one trustee from each district be paid in attending county institute. (Adopted.)

18. (Handed to Committee by Superintendent McClymonds.)

a. Providing for biennial school census, instead of annual (Adopted.)

b. Favoring constitutional amendment permitting election of city superintendents for term of six years. (Adopted.)

c. Amending high school law to make possible county polytechnic and agricultural schools and joint county parental schools. (Adopted.)

It was declared to be the sense of the convention that the value of the Cubberley proposed constitutional amendment be recognized and referred to the Legislation Committee.

The following resolutions were reported by Chairman Freeman of the Committee on Resolutions, and adopted:

Resolved, That the sentiment of this convention is one of loyal appreciation toward our able Superintendent of Public Instruction, Edward Hyatt, his efficient chief deputy, Mrs. Margaret Hyatt, and his capable and courteous office force; and be it furthermore

Resolved, That we are grateful for the happy choice of meeting places for the convention of the city and county superintendents, through which we have been given the inspiration of those marvels of creation, Lake Tahoe and the Yosemite, and the opportunity of contact with the wonderful results of the perseverance and optimism of the people of Southern California; and be it furthermore

Resolved, That the members of this convention are appreciative of the helpfulness of the bulletins issued from the State office through which the teachers and pupils have been brought into touch with the best in school gardening and school architecture, awakened to the importance of the conservation of our natural resources and ennobled by a better knowledge of the character and lifework of our nation's hero, Abraham Lincoln;

Resolved, That the grateful appreciation of this convention be extended to Frank A. Miller, Mrs. Richardson, Mr. and Mrs. Hutchings, Miss Newman and their able corps of assistants for their unfailing courtesy and royal entertainment; and furthermore that we shall always voice our admiration of Frank A. Miller for his noble work, the world-famed Mission Inn, that commemorates and perpetuates the life of California's first teacher, unselfish and of character true, Mather Junipero Serra;

Resolved, That the thanks of the convention be expressed to the press of Riverside for the able manner in which the report has been

published, and to the Chamber of Commerce and the citizens of Riverside for the pleasure and entertainment provided the members of the convention;

Resolved, That the County and City Superintendents of the State of California in convention assembled and representing a teaching force of ten thousand teachers, do hereby endorse the invitation extended by the California Teachers' Association and Southern California Teachers' Association to Col. Theodore Roosevelt, to address the teachers of the State of California, both in San Francisco and Los Angeles during the last two weeks of December, 1910;

Resolved, That we extend to Governor James N. Gillett and to the members of the California Legislature of 1909, especially to the senate and the assembly committee on education, our hearty appreciation of their efforts in enacting laws that will be of lasting benefit to the educational interests of the State; and

Furthermore, That we most respectfully request the Governor of the State and the members of the legislature of 1911 to consider carefully and impartially the recommendations for desired educational legislation submitted to them by this superintendents' convention, and by the Council of Education of the State Federation of Educational Associations;

Resolved, That it is the sense of this convention that a permanent normal summer school session be established, with a sufficient State appropriation to pay the expenses of the same; that it shall be held in alternate years by the northern and southern normal schools;

Whereas, It seems probable that by some concerted effort the N. E. A. may be brought to San Francisco for the season of 1911. Therefore, be it resolved, that we reaffirm the resolutions at the superintendents' convention, held at Yosemite, and that we pledge ourselves to use our best endeavor to secure an adequate membership for California;

Whereas, A campaign is now being waged to further the interests of education by securing a more adequate field force for the United States Bureau of Education, and whereas, this is intended to provide for effective field work in such lines as school administration; construction of school buildings, accounting and statistics, industrial education; school hygiene; girls' schools; agricultural and mechanical colleges; commercial education; the wider use of the school plant; and whereas, this will require an expenditure of at least $75,000 annually, to make the work effective, be it

Resolved, That we approve the plan as outlined, and that we pledge our hearty co-operation in the effort to accomplish the desired result, and that we urge Congress to act favorably on the proposition; and through appeals to our representatives, there seek to make this resolution effective;

Resolved, That we endorse the educational campaign for the protection of birds undertaken by the State Audubon Society; and resolved, that we express the hope that the legislature may make an appropriation for this work;

Resolved, That a copy of our appreciation of Dr. E. C. Moore and his great services be adopted by this convention, be transmitted to him, signed by Edward Hyatt, Superintendent of Public Instruction, on behalf of the superintendents of the State of California, and that copies be furnished to the educational journals and the Associated Press of our State.

The convention then adjourned.

THE CONVENTION HALL

The meeting place of the Superintendents' Second Annual Convention is deserving of special mention. Although the Mission Inn of Riverside has been known as one of the most unique hostelries of the world, by far the most interesting part of it is the new addition, not entirely finished in its inside decorations, called "The Cloister." The superintendents met in this room, which was the first use that had been made of it. Built of massive concrete, with the floor of the assembly room well below the level of the ground, the atmosphere of the room remains cool on the hottest days. In external appearance, the addition, which is four stories in height, has been adapted from various distinctive features of several California missions. One side preserves the buttresses of San Gabriel, with the addition of the arcade built into nearly all the old missions. The Garden of the Bells, on the roof, is partially taken from San Juan Capistrano. The corner tower, with stone staircase reproduced in concrete, is copied from El Carmel, and the north front patterned after San Carlos Mission at Monterey.

The character of the workmanship entering into this building, the ideals striven for in every step of its construction and adornment have demanded more time than is called for by the general run of structures, of whatsoever nature.

No portion of the building has any advantage over any other portion in the matter of progress toward completion, unless it be the Garden of Bells, which is hidden away above the curio room and is reached by a winding staircase of solid concrete.

Despite the fact that the music room has yet to have laid its floor of oak parquetry, and that the magnificent pipe organ that is to occupy the massive concrete niches prepared for it at the stage end of the great hall cannot be placed until September, the beholder is moved to call this feature of "The Cloister" the piece de resistance of the entire structure.

Taken in connection with the cloistered walk, it will without question offer more for the entertainment and study of visitors than any feature any other hotel in this country has so far devised for its guests.

Art glass windows are to grace the east side of the music room. These windows, which are the highest examples of art glass manufacturer's art, portray views of the Mission San Juan Capistrano, the Grand Canyon, Lake Tahoe and Yosemite. The memorial window is to be a St. Cecilia window and is to occupy the three deeply recessed openings in the north wall, back of the stage and State suite.

Already the quaint and rare antiques that are to constitute the ornaments of the music room are, many of them, in place. Prominent among these are the old Spanish candelabra from Old Spain. These are of wood, intricately carved, and encased in their original silver coating. Massive specimens have a place on either side of the proscenium arch of the stage, and smaller ones, cast in the mold of an antique specimen, occupy niches on either side of the room. In the rear hangs an old Japanese lantern, which bears the monogram of one of the old Japanese families, and is only one of the many quaint pieces that breathe of the spirit of other climes and other times.

Entering any of the various arched openings appearing on the east side of the music room, the visitor is admitted to a chambered

vault that is a marvel of the concrete worker's art and of the architect's ingenuity. This is the cloistered walk, a feature that owes its conception to the imagination of the master of the Inn. In this portion of the Mission Inn Mr. Miller has wrought a work that, if all other data concerning the California missions should be lost, would constitute an authentic and comprehensive history of the days when the padres were planting their missions up and down the coast and wooing the Indians from lives of savagery.

In this work George M. Stone, the artist selected to adorn the Cloister with allegorical and other paintings, has entered with enthusiasm, and the results of his labors show that he has measured up magnificently to the task that was set him. While all of his canvases and panel pieces have not been placed as yet, enough of them are in evidence to make the cloistered walk a fascinating place of resort.

At intervals along the corridor, which terminates in the niche devoted to Father Junipero Serra, are the nooks which are given over to the missions of St. Francisco de Asisi, Santa Barbara, Nuestra Senora Reina de Los Angeles, San Juan Capistrano and San Diego de Alcala. High in the east wall above these alcoves are placed the paneled windows on which are inscribed the insignia of the five saints represented. In a niche within the walls of the chapel-like nooks, Mr. Stone has combined with a painting of the mission buildings, figures of the saints to whom they were dedicated. In this work particularly the artist shows sympathy and skill.

For the meetings of the State, County and City Superintendents there were hung on the walls of the cloistered walk the famous Ford collection of mission paintings. These paintings, which were loaned for the occasion, were done more than thirty years ago, and cover every mission on the coast.

Passing down the walk, which is lighted with incandescents, may be seen above the arched openings which separate the several sections, the figures of brown-robed monks, creations of the Los Angeles Art Glass Company, which fit in admirably with the scheme of things in this portion of the building.

The roof of the curio room, in whose dome is to be placed the echo organ, has been specially designed for Mr. Miller's famous collection of bells. These are arranged in niches on the exterior of the dome, and in the belfry like openings which have been arranged along the west wall overlooking the court. Here are bells of all descriptions, brought from all climes, the collection not being confined to the bells cast in Old Spain for the California missions.

One of the most unique is the copy of "Big Ben," which clangs out the hours from the top of the parliamentary buildings in London. Occupying a prominent place is the old train bell which graced the Santa Fe engine that first ran over the road through this city to San Diego through the Temecula Canyon.

Here also is to be found what is perhaps the oldest bell in America today, one Mr. Miller secured in Rome. The dome, which is patterned after the Mission San Juan Capistrano, contains a rare collection of small bells, Swiss, Florentine and others of equal interest and value.

Surmounting the dome is a large lantern, artistically fashioned, which is adorned with diminutive Ramona windows.

Of the many interesting features of this new addition, many must be left untouched here. The banquet hall, with its intrically chambered ceiling of concrete, is another place that will afford a field for study in the decorative scheme that is to be used. The work is being pushed as fast as it is feasible, but nothing is allowed to interfere with the ideals that are to be worked out nor with the character of the workmanship.

* * *

SOCIAL FEATURES OF THE CONVENTION

By Clarence S. Pixley

The social enjoyments interspersed in the week's stay at Riverside materially lightened the more serious work, and made the time pass all too quickly. The majority of the members arrived during the forenoon of Monday, and the spacious lobby of the Inn became a humming center of lively groups, renewing old friendships, touching on problems to be discussed, meeting occasional new faces, and greeting joyously each new arrival. The State Board of Education, which had been in session prior to the arrival of the superintendents, welcomed with relief the respite from their labors, and were prominent among the receiving of early arrivals. Those professional entertainers, the book men, were in the field in force, as usual, and contributed their full share to the pleasure of the visitors.

Monday evening the hotel became the scene of a reception, for which a musical program had been arranged. Fred T. Moore, a familiar figure among the superintendents, again delighted his hearers with a number of his songs.

The interval between adjournment on Tuesday and the dinner hour was taken advantage of for an excursion, in force, to the Sherman Institute, one of the great national schools for Indian children, seven miles from Riverside. Three special trolley cars were provided, the route being through some of the older orange groves of the city and down the renowned Magnolia Avenue, to the school. The party reached the institution just before sunset, and was met at the station by the Sherman Band of forty-five pieces, and escorted to the parade ground where a parade of students was formed in strict military style, one battalion each of boys and girls, "retreat" sounded by the Indian trumpeters and the colors lowered in approved regulation manner. The children then marched in review before the reviewing officer and the assembled visitors, passing on direct to the immense dining room for their evening meal. Enthusiastic praise was heard on all sides for the precision of the evolutions and the altogether creditable appearance of these wards of the nation.

The evening meal at the Inn was served in the banquet room, which had been reserved for the use of the superintendents at this time. At the conclusion of the material part of the feast, W. A. Purington of Riverside, former member of the school board and long interested in educational work, introduced various speakers in most happy terms. Speeches sparkling with cleverness and scintillating with wit were delivered in rapid-fire order, the decided hits being made by Mayor S. C. Evans of Riverside, P. W. Kauffman, Hettie Irwin, and Alexander Sheriffs; of the superintendents, W. T. Randall of Berkeley and C. E. Rumsey of Riverside. Old-time songs

from the Glenwood song book were sung at intervals, and the hotel orchestra rendered familiar selections.

The ascent of Mount Rubidoux Wednesday afternoon, following the session, was another opportunity taken advantages of by most of the visiting educators. The "mountain" is less than 500 feet above the level of the valley, but from it an excellent view of the surrounding country is obtained, and the geography of half of Southern California may be studied from this point. Superintendent Cree of Riverside and Mr. Hutchings of the Inn made admirable "men from Cook's" and pointed out many interesting places that would otherwise have been overlooked. A magnificent three-mile drive round and round the hill leads by an easy gradient to the summit, and the hotel management had provided autos to carry the visitors up, but many of the superintendents preferred the short climb by the trail.

The evening dance at the Inn was participated in principally by book men and hotel guests, it was observed, the superintendents apparently caring little for the dancing itself, but rather choosing to look on and enjoy the music. One superintendent (you have three guesses as to who it was) was heard to make the waggish observation that "the lights shone o'er brave women and bald-headed men," but he was not allowed to continue.

More illuminating than many of the discussions was the excursion on Thursday morning, when the superintendents were given a trip by automobile through the magnificent orange groves of the surrounding region, and over the splendid avenues for which Riverside is famed. The autos were driven by their owners, for the most part, prosperous citizens of the community, who were able to expatiate at length on points of interest, who took their guests to their own home and showed with pardonable pride the beauties and advantages of their own neighborhoods as well as the general condition of the valley. One of the twenty huge packing houses was visited, and the guests initiated into the mysteries of Riverside's tremendous orange business. A visit to the Crestmore cement works was a feature of the trip, where as a mark of special distinction a blast of 300 pounds of dynamite had been held to be exploded for the benefit of the strangers.

In the evening a picnic supper was enjoyed in Fairmount Park, a municipal playground possessing many novel features. Various kinds of apparatus are installed here for the children, a pavilion is provided for dancing and equipped with a piano, and most unique of all, the city has put in ranges and furnishes wood, for families to come who wish to bring their meal with them, and have one or two hot dishes. This feature is a very popular one, and is enjoyed by hundreds in the summer evenings. The picnic was conducted under the auspices of the Audubon Society of California, and after the meal was over, a talk on birds by Loye Holmes Miller of the State Normal School at Los Angeles was given. Mr. Miller imitated the calls of many different birds in the most perfect manner. This was the final scheduled social part of the week at Riverside. The cordial and home-like social atmosphere was notable at this convention, and the foregoing mention does not adequately express this side of the week's gathering. The hotel itself abounds in nooks and corners of interest, and is a most remarkable place. In almost any interval someone could be heard to say to a friend or group of friends, "Oh, have you

seen the———" and straightway a small excursion would be formed to march to the adobe, long years ago the home of Mr. Miller's father, and preserved in the courtyard, to the old oxcart on the lawn, to the bell tower, which contains the finest set of chimes on the Pacific Coast, to the Garden of the Bells, the Japanese, Dutch and Colonial balconies, the roof garden, the curio room, or around the building to observe the architectural features of the exterior. Besides all these, doubtless each superintendent will call to mind some special thing which has been omitted here.

At the close of the Friday session, all was haste and bustle to catch the train for Los Angeles, where the Schoolmasters' Club was waiting to entertain the visitors and their friends at a banquet on Saturday night.

Any write-up would be incomplete without a measure of praise to Superintendent Roncovieri and his trombone, with which the genial San Francisco superintendent is an artist, and always ready to accommodate with an accompaniment or solo.

Neither would it be possible to forget Baldwin the Irrepressible, who is always prepared to "start something," and who is ever looked to with keen anticipation, but to his regret, never with seriousness.

Tender memories, indeed, were carried away from this never-to-be-forgotten meeting at the Mission Inn, where **"la casa es suya, amigo." No hay mas.**

* * *

SOMETHING NEW

The school women of Fresno introduced something new to the Central California Teachers' Association. Assisted by their friends and an abundant supply of rugs, couches, and potted plants, they transformed one of the rooms of the Washington Grammar School into a pretty and comfortable reception room.

The first afternoon was given over to a reception to the visiting club members. Miss Edna Rowell, through whose efforts the club was organized a year ago, spoke on the importance of a professional spirit both in and out of the organization. Suggestions for work for the coming year along the same line as that done by Ayer in his book, "Laggards in our Schools," were given by Miss Effie McFadden. This was followed by an informal discussion, during which punch was served.

The reception room was kept open during the entire session of the association. The exceedingly good punch served at the close of long sessions on very warm days proved a great attraction. The room at such times was filled with men and women who thus brought together indulged in very animated discussions upon the various topics introduced by the speakers during the day.

SPECIAL REPORT OF THE SUPERINTENDENT.

Berkeley, Cal., April 19,1910.

To the Board of Education,
Berkeley, California.

Directors: I herewith present for your consideration a plan for the appointment of teachers to the elementary schools of Berkeley.

In the superintendent's office there are now on file three hundred applications for appointment to positions in the elementary grades. On the average six or eight additional applications are being received daily. These will continue to be filed at this rate until the appointments for the year are made. It is not probable that more than ten or twelve new teachers will be needed from among this number. But in selecting the required number for nomination to the Board, as required by the Charter, your superintendent finds himself in an embarrassing position, for it is impossible for him to make that intimate examination of the qualifications of the several candidates which is necessary to a fair and discriminating choice.

The ideal method of selecting the number required is that of visiting teachers elsewhere, observing their work in the class room, and inviting the best to accept appointment in the department. Thirty minutes of such observation is worth more in determining a teacher's fitness than any number of letters written by patrons and personal friends of the applicant. Such a plan, however, is not feasible. It requires too much time. Furthermore, many who are candidates for appointment and who are teaching in remote places, under such a plan, would receive no consideration.

While not ideal, the most practicable method of appointment, all things considered, is the method now in operation in San Francisco, San Jose, and in Los Angeles which is one of competitive examination. In discussing the advantages of the Los Angeles plan, Dr. E. C. Moore, superintendent of the schools of that city, says: "It aids in building up a teaching profession by emphasizing professional training, professional standing, and professional knowledge as the prerequisites for appointment. It substitutes an impersonal for a personal method of candidating, thereby removing the schools from the realm of favoritism and political give and take. With us it has done away completely with the employment of any sort

of personal, political, or social influence to secure appointment to the teaching force."

As to positions demanding of the applicant a high school certificate of regular or special grade, I am convinced that the method of competitive examination is not as desirable as the method now employed in Berkeley. There are fewer teachers applying for such places; it is much easier, through the medium of the high school examiners which the university sends out, to learn of the fitness of candidates; furthermore, such vacancies demand teachers with special rather than general qualifications and these can scarcely be determined by formal examination. My recommendation for a change in the method of appointing teachers, therefor, applies only to those vacancies requiring grammar grade certification of the applicant.

In the plan which follows, I have incorporated what seems to me to be the best parts of the San Francisco, San Jose and Los Angeles plans and added other features which appear desirable.

METHOD OF APPOINTING TEACHERS TO THE GRAMMAR SCHOOLS OF BERKELEY

Preliminary Qualifications of Candidates

(1) Any teacher having a certificate which entitles the holder to teach in the elementary schools of California and who is in good physical health is eligible to candidacy for appointment to the elementary schools of Berkeley, provided that such person is not less than twenty nor more than forty-five years of age, and provided further that the applicant has had two years of successful experience in teaching. In satisfying the foregoing experience requirement, actual teaching experience gained in accredited State Normal Schools or in accredited Universities will be rated at its full time value.

Manner of Appointing Teachers

(2) Not later than fourteen days before the day set for the examination, candidates shall file an application blank, provided for the purpose, showing facts of training, experience and age. At the same time, each applicant shall give not less than three nor more than seven references to persons who are competent to speak of the candidate's fitness for the work of teaching, one of whom must be the superintendent under whom the applicant last taught. Letters of recommendation submitted by the candidate will not be considered.

(3 Candidates shall appear in Berkeley and submit to a competitive rating. Said rating shall cover three items:

(a) **Training and Experience:** (to count one-third).—The superintendent shall write to each reference submitted, requesting a confidential statement of the applicant's qualifications. These shall be filed with the candidate's statement of facts, as given in the application blank, and rated by the superintendent and the deputy superintendent.

(b) **A Written Examination:** (to count one-third).—The questions are to be prepared by the superintendent and the deputy superintendent and are designed to test the degree to which the applicant has reflected upon teaching experience. Composition, spelling, and penmanship will be considered. The examination will be conducted and the papers marked by a committee of principals selected by ballot, and without nomination, by the Board. In conducting the examination, the committee shall first assign each candidate a number which shall be the only designating mark placed upon the papers submitted. The name of each candidate and the designating number shall be enclosed in an envelope and sealed and filed with the superintendent who shall open the same only after the papers have been graded and the marks recorded. The answer to each question is to be written on a separate sheet of paper. Each set of answers must be marked by not less than three readers, the average of whose marks shall be the candidate's mark in the written examination.

(c) **An Oral Examination:** (to count one-third).—Candidates are to appear before an examining committee comprising two members of the Board of Education selected upon ballot, without nomination, by the Board; one principal who shall not be a member of the committee on written examination, and selected in similar manner; the superintendent; and deputy superintendent.

The several candidates will be asked concerning experience elsewhere, and may be called upon to discuss briefly questions relating to school room practice. Each member of the examining committee shall mark each candidate privately. The average of such marks shall constitute the candidate's mark in the oral examination.

At the conclusion of the above examinations, the deputy superintendent shall assemble the rates given; average the same, and arrange two lists, one of men and the other of women, each in the order of the rank obtained. From the highest in the list of men a **preferred list of men** shall be

selected; and from the highest in the list of women a **preferred list of upper grade teachers** and a **preferred list of primary grade teachers** shall be selected. As vacancies arise in the department assignments are to be made from the three preferred lists at the discretion of the superintendent, provided that the candidate shall have filed with the superintendent a health certificate approved by the medical director of the Berkeley schools.

Time of Holding the Examinations

(4) Two examinations shall be held annually. The first shall be held on the 29th and 30th days of July; the second on the 23rd and 24th days of December.

Candidates for examination shall first secure from the superintendent a card authorizing the holders to enter the examinations. (This may be secured by correspondence.) Such as have thus qualified, shall assemble at the rooms of the Board of Education at 9 p. m. of the days above mentioned.

Tenure of the Preferred List

(5) Candidates who are placed on a preferred list shall be retained thereon for one year only.

Respectfully submitted,

FRANK F. BUNKER,
Superintendent.

* * *

The Santa Rosa Schoolmasters' Club held an interesting meeting April 25th. Allison Ware, who has been endorsed by the executive committee of the Lincoln-Roosevelt League for Superintendent of Public Instruction, was one of the principal speakers.

* * *

C. G. Kline has given up the Principalship of the Grammar School at Sterling and returned to his home in Yuba City. He was compelled to take this action on account of an injury he sustained to his left cheek that is causing him much suffering.

* * *

Dr. E. C. Moore, who begins his work in Yale in September, has been invited to participate in the dedication of the National University in the City of Mexico in August next.

* * *

Miss Anna T. Haley, who has made such a splendid record as teacher and principal in the San Mateo School, has been elected to the Oakland School Department.

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Editorial

TEACHERS' CIVIL SERVICE EXAMINATIONS IN SAN FRANCISCO

The San Francisco Board of Education has devised a "method" examination as part of the test which it imposes upon applicants for positions. The reason for this examination is simple enough. Every teacher who merits employment should know how to teach and should be able to handle a class. No test, therefore, is unreasonable which actually enables the employing board to make a wise appraisal of the comparative worth of the applicants in these fundamentally important respects.

In the Good Old Days

Our ancestors, some centuries ago, knew a good method test when they saw it. They knew that it must show conclusively the ability of the teacher to do the very things which he would have to do in the classroom. Therefore, on one occasion at least, the applicants were required one after another, to publicly flog a number of "livelie boyes" provided for the occasion. Each of said "livelie boyes" received a shilling for his "paines," and the schoolmaster who did the job in the tidiest way received the appointment.

In those days the flogging match was a thoroughly sensible test of the teacher's qualifications. His business was to flog. The rod took the place of text books; it was a substitute for supplementary reading; it was the accepted method of teaching Latin conjugations; it solved the vexed interest problem; it was the corner stone of school hygeine, moral training, patriotism and character building; it was the principal manifestation of psychological and pedagogical qualification. Ergo, if a teacher could demonstrate in actual practice that he was a master of the rod, he was, by that token, master of his craft—and its cargo. It was a simple plan designed by simple men to meet very simple conditions. There is every reason to believe that it must have worked like a charm and been thoroughly satisfactory to all concerned; especially to the spectators.

Out of the Frying Pan

But that was in "the good old days" when life was simple and the tools of education could be tied in a bundle and wielded in one well-knuckled right hand. Now things are different and our method tests must be different. But under all conditions, there is one virtue possessed by the naive test of our fathers which must be present in any sensible methods examination. **The test must actually determine the fitness of the applicant to do the work of the class room.** It is an unfortunate fact for all concerned, and especially for the schools of San Francisco, that the methods test devised by the San Francisco Board of Education, while more polite and complex and refined, is far less fitted to the end in view; namely, the determination of the relative fitness of applicants, than was the crude device invented by our hard headed forbears.

Into the Fire

There are two sorts of questions which may be asked in a method examination: sensible questions, and senseless questions. Senseless questions are those which no one knows how to answer correctly, and which no one needs to know how to answer in order to teach with a full degree of efficiency. This class of queries has held first place in the last two civil service tests for teachers in San Francisco. Some examples will afford illustration:

"How may the judgment be trained in History study?"

"Name the most important factors in moral training. Illustrate by suggesting how the different school subjects might contribute."

"How do you estimate a pupil's fitness for promotion?"

"What is the most important subject in the elementary school curriculum?"

Upon the answers to these questions pedagogical authorities will differ in almost infinite variety. But upon the utter irrelevancy of the questions or their answers in the determination of the real teaching power of a teacher, no one who knows what a teacher's qualifications should be could have an instant's doubt. Pedants may dispute and kick up the devil's delight in tossing such queries at one another. But the successful teacher has no time nor head room for such gratuitous nonsense as is involved in concocting answers to them.

A Premium Upon Verbal Fum-Fudge?

If the San Francisco Board of Education has made up its mind to ask such senseless questions as a regular thing there are two ways in which they may be propounded with a show of regard for the schools and with a reasonable degree of fair dealing toward the teachers who attempt to answer them. One way would be to construe the answers as a test in mental gymnastics, as a mere exercise in intellectual subtlety and resourcefulness. This plan would recognize the truth of the fact that one possible answer is about as good as another, save where the other is tricked out in a superior array of scholastic subterfuge and verbal fum-fudge. Thus the examination would be made a test of wit, though no indicator of wisdom.

"False, But Fair"

The other way to mitigate the evils in a test of senseless methods questions is for the Board to name some book or set of books to serve as the repository of the only true educational faith. Then all answers would be right which tallied with the answers set down in the holy writ of the books so nominated. Prospective teachers would then be able to "bone up" on the answers desired and would thus be able to say the right thing when asked for what would otherwise be unknowable. Of course, this second plan would test neither their wit nor their wisdom. It would be as senseless and idiotic as the questions which gave rise to it. It could in no possible way determine between even the grossest differences of fitness and unfitness. It would be false to every educational purpose but it would be fair to the teachers who appear for examination.

Sensible Questions

There is another class of methods questions,—the sensible ones,—though one would find few of them in recent San Francisco examinations. Sensible questions are those which any teacher of successful experience is able to answer and answer right. A successful teacher of wide experience could doubtless tell the board something of the way in which the teaches composition, of how she would conduct a recitation in geography, of what she does to preserve in the memories of her pupils such facts as are worth permanent remembrance. To be sure, even sensible questions would not make a perfect test. It is hard to describe an art. It is still harder to grade such a description with fairness. But with all its imperfections on its head, such a test of common sense questions asking for reflections upon common class room experiences would do something to pick out the intelligent from the unintelligent, the expert from the inexpert. At any rate such a test would not prove a menace to the welfare of the schools of a great city; it would not be stultifying to those who took it; and it would not take the form of a semi-annual contribution to the merriment of the Turks.

"It's An Ill Wind . . . ."

A county superintendent of a nearby county declared some days since: "I hope San Francisco keeps up her present style of teachers' examinations. Formerly, the examinations picked out my best teachers. Now they are taking from my county the very teachers that I have been trying for years to get rid of."

A Collection of Arithmetical Antiquities

Two examinations have thus far been held by the Board of Education of San Francisco under their new plain of requiring applicants for teachers' positions to enter a competative written examination in arithmetic and grammar, in addition to the usual examination in methods. Among the questions in arithmetic are such inventions of a distorted imagination as the following:

(a) "If four men build 12½ rods of fence in 3¼ days, how long will it take 18 men to build 237 6-13 rods?"

(b) "If 9 bricklayers can lay a wall 80 feet long, 20 feet high, and 1½ feet thick, in 15 days of 9 hours each, in how many days of 10 hours each can 12 bricklayers lay a wall 100 feet long, 15 feet high and 2 feet thick?"

(c) "An agent received $10,200 with which to purchase wheat at $1.25 per cental at a commission of 2 per cent. How many centals did he buy?"

(d) "A commission merchant received $50.00 from a country customer with orders to send him ribbon, worth 6¼ cents per yard, and to pay himself for his trouble. The merchant charged 2¼ per cent. How many yards of ribbon did the merchant send to his customer, and what was the commission?"

(e) "On $860.56, $149.63 interest was paid for 2 years, 8 months, 3 days. What was the rate?"

(f) "What number is that from which if we deduct 3-7 of itself and 2-9 of the remainder, 28 will be left?"

(g) "A rectangular field having an area of 135 1-5 acres is 3 1-5 times as long as it is wide. Find the length of its diagonal."

The topic of Compound Proportion to which Problems (a) and (b) belong is an invention of an arithmetical contortionist and never had any practical application. Because of its uselessness it has long since been dropped from the courses of study wherever there has been any intelligent effort made to adjust school work to meet the needs of life. For more than twenty years this topic has not appeared in a California State series text.

Problems (c) and (d) are excellent illustrations of the pedagogue's distorted ideas of business practices. No such situations as appear in these problems ever appear in life. When a miller wishes to buy wheat, he communicates with his broker, who buys it at the market price, sends the bill for the same to the miller, and includes the charges for his services. The universal contempt with which business men regard the attempts of schoolmasters to teach business practices in arithmetic is not without a large measure of justification. We ourselves would regard it with equal contempt if we were better informed of the usages of current life, and if long familiarity with traditional school ideas had not blinded us to their absurdity. If an examination in domestic science called for receipts for making soup from crocodile's tears or entres from the ears of jackrabbits we would all laugh out loud. But we are so inured through habit to arithmetical monstrosities that they sometimes fail to provoke even the faintest smile.

Problem (e) discloses a strange situation in which neither the borrower nor the lender knows the rate of interest on the loan, but have succeeded in computing the interest never-

theless—and that with such fineness as to include 3 days! It is refreshing to know that in many schools (those of Chicago, for instance) the good common sense of those in authority has decreed that such useless types of interest problems as finding the rate, finding the principal, and finding the time have been relegated to the museum of useless arithmetical curios.

Problem (f) recalls the days when the mental arithmetic exercise consisted largely of arithmetical riddles. The number which is to be found in this problem would always be know, even should such imaginary conditions as are described in the rest of the problem be encountered.

How the area of the immense field in Problem (g) was ever ascertained without first knowing its dimensions would be difficult to imagine, and why anyone should want to find its diagonal would be hard to guess. But it is more difficult to divine why such a creation of the imagination should be propounded in a test like this. One would suppose that the examination in arithmetic would have as its purpose the discovery of fitness in scholarship to teach the prescribed course in the public schools; but after reading the examination questions this assumption is doubted, for it seems incredible that the Board of Education are prescribing instruction in such useless work as appears in the list of questions. The puzzle is solved by the candid admission of a deputy superintendent that the examination embraces nothing not taught to the children in the schools of San Francisco, and this frank admission is corroborated by the testimony of many teachers who are patiently struggling with the disheartening task of carryng out the instructions of their superiors, although conscious of their utter absurdity.

The foregoing are typical of many of the ridiculous absurdities included in the examinations in arithmetic. Out of thirteen problems in the March list, eight are utterly impractical, and the remaining five were taken unchanged from a list submitted for entrance examination to the California School of Mechanical Arts. If one were not acquainted with the purpose of this examination, he would infer from the list of questions that they were designed for use in a civil service examination for candidates for appointment as curators of a museum of arithmetical antiquities.

The Jury Indicts Itself

In its commendable undertaking of finding teachers of superior scholarship the Board of Education has unwittingly

indicted itself and its retinue of advisors, and it has publicly demonstrated the justice of the frequent complaints of teachers in its own department regarding the absurdity of much of the prescribed work in arithmetic. It has helped explain why the ungraded classes soon resolve themselves into special classes in arithmetic. The wave of reform that has substituted practical applications to replace the useless and impractical conundrums that formerly constituted so large a part of the work in arithmetic has not affected San Francisco, although every other city in the State, as well as every other large city throughout the entire country, has revised its instruction to conform to modern usages. The day of moss-covered buckets, husking-bees and tallow dips has passed, and those who have continued to live in "the mental atmosphere of a generation ago" should not be permitted to inflict their anachronisms upon the children of this generation. If the school authorities who are empowered by law to make courses of study are too busy with other duties or too indifferent to give proper attention to this important work they should delegate the task to someone who will see that it is done. It is not a task for antiquarians, philosophers, or politicians. It calls for an abundance of common sense and an intimate knowledge of life. There are hundreds of grade teachers in the schools of San Francisco who could in a single evening make a better course of study in arithmetic than the one now in use. It is not enough that the pupils be housed in modern buildings and be taught by efficient teachers. They should be taught things that are worth while.

* * *

THE BERKELEY PLAN OF APPOINTMENT

Superintendent Bunker of Berkeley has perfected a plan of civil service appointment of teachers which appears in another column. The civil service idea in the appointment of teachers was introduced into California by the Mark-Denman-Kincaid Board of San Francisco in 1900. This plan, in improved form, was subsequently adopted by Los Angeles and later by Sacramento.

Mr. Bunker's plan has several features which commend themselves as important improvements. The rating of experience by the superintendent, in addition to the oral and written examinations, tends to give a justifiable advantage to teachers of successful experience, and as the superintendent is made personally responsible for this rating it will not be merely a perfunctory estimate. The superintendent is also

made personally responsible for the questions to be asked in the written examination. No professional superintendent could afford to be responsible for such archaic anachronisms as those which have appeared in the last two San Francisco examinations.

Again, the written examination is limited to questions upon "teaching experience," as it should be. Arithmetic, grammar and this vagaries of theory are not included in the Berkeley plan. Another important point is that the papers in the written examination will be marked by not less than three readers and the average taken; this mitigates the personal prejudices of the examiner. Probably the most important new feature is the listing of the competitors finally in three groups—a preferred list of men, a preferred list of women for upper grades, and a preferred list of women for primary grades. It now remains for Oakland, Alameda, Stockton, San Jose, San Diego and other larger cities to consider the civil service system of appointment. It certainly has shown very decided superiority over any other existing system of appointment. In San Francisco the system has always kept out personal influences, and the blunders of the past year have been those of the type of question and not in the system itself.

* * *

DR. JENKINS AT THE BAT

A Taking Talk

At the April meeting of the Schoolmasters' Club, Dr. O. P. Jenkins of Stanford University measured out a grilling to the pedantries of which our educational system, especially the high school and university parts of it, is chiefly composed. With the unmitigated wit, encrusting cruel truth, for which Dr. Jenkins, at his inimitable best, is famously guilty, he exposed the pedantry of our courses in dead languages, in still-born mathematical gymnastics, in palsied science and in the vomit of our literature and history. We listening schoolmasters laughed until we gasped, and applauded until our hands were sore—and then hastened back to the self-same tasks of defrauding the next generation out of its rights to intelligence in order that we might fill our hungering maws. Dr. Jenkins made a good "talk"—we say.

A Futile Suggestion

The facts which Dr. Jenkins pointed out have now lain bare to public view of all thinking schoolmen for a generation.

No thinking schoolman has ever disputed their truth. Why does not some one or some institution **do** something? Why does not the Stanford University, for example, under the direction of Dr. Jenkins lead a campaign in cleaning the Augean stables? Why does not the Schoolmasters' Club do something to back up the truth, other than to eat, drink, and laugh at the absurdities upon which our craft is based?

* * *

EDITORIAL NOTES

Mark Keppel is intensely practical. He, however, made class distinctions in retirement salaries seem small and selfish when at the Riverside Convention his speech was a prophetic plea for the federated thrift of the world.

* * *

The Jubilee of the College of California, May 14th to 18th at Berkeley, promises to be an epoch making event in the history of the University of California.

* * *

The principals, Boards of Education and parents should insist on an inexpensive, simple and impressive graduating exercises. The economic thrift of the woman who sews or takes in washing that her girl or boy may graduate should be considered.

* * *

The insurgent movement is going some where. There is danger of even the public schools being in the way of the moral and intellectual higher-ups.

* * *

"Everybody is good or trying to be good" is certainly the right kind of optimistic philosophy in social affairs. It should also be applied to the keen search for the elusive dollar in educational commercialism.

* * *

The School Trustee

The most important spoke in the educational wheel is the school trustee. He must provide suitable school rooms, properly lighted, heated, ventilated, supplied with furniture and apparatus for use and comfort of the pupils. He must select the best teacher, pay the salary, and attend with listening ear to all the complaints of the school district. For what —a salary? No. For the benefit of the children, for the good of the community.

EDUCATIONAL LITERATURE IN RECENT PERIODICALS

By Charlotte Casey

Alan, J. S., Ed., 30:500, Apr., '10. Law in school and State.
Ayers, L. P., Jour. of Ed., 71:291, Mar. 17, '10. Children differ in mental alertness.
Buchner, E. F., Ped. Sem., 16:74, Mar., '10. Education, as a college subject.
Burgustein, L., Ped. Sem., 17:1, Mar., '10. Co-education and hygiene with special reference to European experiences and news. Main problems of school sanitation and school work. Some remarks on the relation of body and mind.
Burstall, Sara A., School W., 12:44, Feb., '10. Independent study in the schools.
Burton, E. D., World Today, 18:378, Apr., '10. Education old and new in China.
Butler, N., Relig. Ed., 4:550, Feb., '10. The teacher as a constructive force.
Cooper, L., Ed., 3:421, Mar., '10. On the teaching of written composition.
Dewing, A., Ed., 30:442, Apr., '10. Neglected value in the elective system.
Edson, A. W., Jour. of Ed., 71:373, Apr. 7, '10. Indianapolis school work.
Emery, G., Ped. Sem., 17:111, Mar., '10. Medical inspection in two Worcester schools.
Finley, J. H., No. Am. Rev., 191:433, Apr., '10. Proposed changes at Harvard.
Gaddart, H. H., Ped. Sem., 17:51, Mar., '10. Research in school hygiene, in the light of experience in an institution for the feeble-minded.
Gardiner, J. H., Outl., 94:626, Mar. 19, '10. Teaching English in the school.
Gulick, L. H., Jour. of Ed., 71:369, Apr. 7, '10. Organizing play.
Harding, B. F., Ed., 30:500, Apr., '10. Secondary education.
Heffron, J. L., Relig. Ed., 4:543, Feb., '10. The moral value of the teaching of the physiology and hygiene of sex in the public school.
Lummis, C. F., Jour. of Ed., 71:259. Reading of books.
Nearing, S., Ed., 30:407, Mar., '10. Child labor and the child.
O'Grady, H., School W., 12:49, Feb., '10. The teaching of French in the training colleges.
Pritchett, H. S., Harp. W., 104:9, Feb. 19, '10. Advertising the colleges.
Sadler, M. E., School W., 12:41, Feb., '10. The relation elementary schools to technical schools, day and evening.
Seipmann, O., School W., 12:50, Feb., '10. Education in England and abroad.
Small, W. S., Ped. Sem., 17:78, Mar., '10. Health of teachers.
Stewart, J. A., Jour. of Ed., 71:379, Apr. 7, '10. Peace exercises.
Storey, T. A., Ped. Sem., 17:41, Mar., '10. Responsibilities of the training school for teachers in matters of hygiene.

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TELEPHONE KEARNY 1830

THE DEATH OF DON RAY

Don Ray, who has lived in this State since 1851 and who has been prominently identified with its interests, died at his home in Galt on the 12th of April, 1910. Mr. Ray was one of the founders of the Whitaker & Ray Co. of Galt and of the Whitaker & Ray-Wiggin Co., the publishers, of San Francisco. For over 10 years the latter firm was the publishers of this "Journal." Mr. Ray accumulated a large fortune, but he gave everybody a square deal. As school trustee, postmaster, prison director or merchant he stood for justice. Perhaps nothing could be written that would give a better idea of Mr. Ray's sterling character than the following written by one of his business associates:

"Truly this is a world of change and the friend of yesterday is but a memory of today. But the memory of a man who has been honest, loyal, true and just is an inspiration which cannot help but influence the life that it touches. Such a man was Mr. Ray. His word was truth itself, his business judgment firm and almost faultless, his praises few, his criticisms fewer and an unjust criticism never. A man looking for the good in his fellow man and finding it and perhaps too ready to overlook the faults. He gave justice and demanded justice in return. Ever ready with good counsel and sound business advice, but entirely devoid of petty fault finding or useless worry. A bulwark of strength in time of adversity, as I several times realized at certain crises in our business career. And the light of his life died away into the sunset shadows, with a glow serene and calm, a painless, remorseless ending of a life that was always characterized by that one great, God given quality, justice."

Mr. Ray's favorite epitaph and one to which he often referred as a masterpiece is the one which Mark Twain inscribed on his wife's tomb. The lines have been erroneously attributed to Mark Twain:

Warm Summer Sun Shine Kindly Here,
Warm Southern Winds Blow Softly Here.
Green Sod Above Lie Light, Lie Light,
Good Night, Dear Heart, Good Night, Good Night.

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Western School News

Meetings.

The California Teachers' Association will hold its session December, 1910. A. Roncovieri, San Francisco, Pres., L. E. Armstrong, Oakland, Cal., Secty.

Northern California Teachers' Association, G. W. Moore, President, Colusa; Delia D. Fish, Secretary, Red Bluff.

Central California Teachers' Association, E. W. Lindsay, President, Fresno; Margaret Hanson, Secretary, Visalia.

Southern California Teachers' Association, A. S. McPherron, President, San Bernardino; Mark Keppel, Secretary, Los Angeles.

National Educational Association, J. Y. Joynor, South Carolina, President; Irwin Shepherd, Secretary, Winona, Minn. 1910 meeting, Boston, July 2-8.

The Chamber of Commerce of Oakland in order to develop civic pride proposes to have the Board of Education adopt a text book showing the advantages of the City of Oakland.

* * *

Imperial Valley Union School claims it was first to demonstrate the practicability of teaching agriculture in local high schools.

* * *

The City of Seattle has given the teachers a ten per cent raise on all salaries.

* * *

San Francisco will complete five more new school buildings this month. These buildings would be a credit to any city.

* * *

There are 1157 pupils enrolled in the San Jose High School.

* * *

Attorney-General Webb has given his opinion, and Judge Shields of Sacramento has so decided that a woman candidate for the office of Superintendent of Schools is entitled to all the privileges and advantages of the primary election law.

* * *

Dr. Arthur T. Hadley of Yale will deliver the Jubilee Oration at the University of California on May 17th, at 9:30 a. m.

* * *

Professor Schofield, Principal of Lassen County High School, will resign at the close of the term and take a rest for one year.

* * *

Gilbert N. Brink, the new principal of the Berkeley High School, is making a great success of his work in the Berkeley school.

This Advertisement cut out of the Western Journal is worth $5.00 to you.

Present to B. FEINSTEIN and you will be allowed $5.00 as part payment on any $50 suit. **B. FEINSTEIN, 696 Post St. Phone Franklin 4331.**

The districts of Barstow, Vineland, Empire, Kerman and Dakota have voted for a new agricultural high school.

* * *

The Summer School at the State Normal, San Diego, under the presidency of Samuel T. Black, will offer splendid opportunities to teachers from all parts of the State for work in Methods and the Art of Teaching.

* * *

There are a total of 1357 boys and girls taking work in industrial training under the leadership of Alex Sheriffs in San Jose, Cal.

* * *

We have recently organized two new school districts with prospects for several more within the next year. The trustees of Orland district have called a bond election for $27,000 with which to build a new grammar school building. The supervisors have been asked to call a bond election for $40,000 with which to erect a new county high school building; the school having outgrown the present building. New people are coming in very fast; one school started in in September with 140 pupils and they now have 210. How's that for prosperity?

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Market, Drumm and California Streets

The N. E. A. will meet in Boston July 2nd and 8th. Boston is making great preparations for the meeting.

* * *

Will C. Wood has been re-elected City Superintendent of Alameda. The "Times" of April 20th, in speaking of the progress of the schools, said:

"Superintendent of Schools Will C. Wood is making an enviable reputation as head of the school department. He has had wide experience as an educator, and combines with this fitness a level head and large executive ability."

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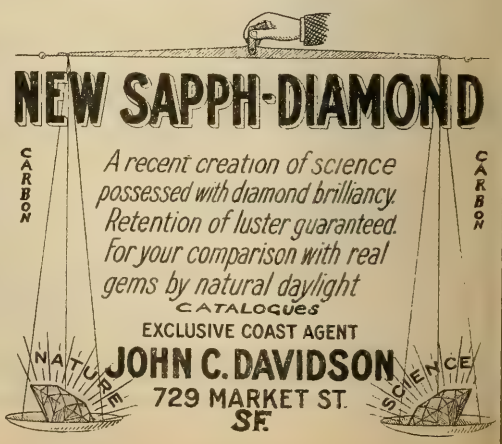

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THE WESTERN JOURNAL OF EDUCATION

HARR WAGNER, Managing Editor

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Volume XV

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Little Talks by the Way

By EDWARD HYATT

(Under this head Superintendent Hyatt will try to give some account of what he sees and hears and thinks in traveling about officially among the schools of California. It will be somewhat hasty and ill-digested, being jottings on the road. It will deal with personal experiences, and so may look egotistic. It will be subject to frequent change of opinion, and will seem inconsistent. It is done as a free and easy means of communication between the school people of the State and the central school office. If it provokes retort or comment, that will be printed, too, provided that it be brief and interesting.)

Among the Redwoods

Mendocino County held its institute the first week of May, at Willits, in the northern end of the county. Willits is at the end of the California Northwestern railroad, which is to be extended northward to join the lumber railroads leading down to tidewater at Eureka, on Humboldt Bay. This institute swings around the circle regularly, from Ukiah, the county seat to Fort Bragg on the stormy coast and thence to Willits in the north.

*
* *

Best Fire in California

Willits is an ambitious town and it sports a magnificent great hotel, one that would do credit to a place ten times as large. It is built of lumber, of course, in a redwood country; and extends around three sides of an extensive court. Its lobby is big enough for a camp-meeting, and it was the scene

of a jolly dance every night till midnight. Midway on its longest side stands a huge cavernous fire place, surmounted by a lordly mantel piece. It was the fifth of May—and yet all day and every day there was a grand big fire going; a fire of great oaken logs; and 'twould warm your heart to see people gather round the roaring, crackling, blazing conflagration, turning all sides to the cheerful heat in succession. And it was the fifth of May.

*
* *

A Mile of Exhibits

The institute was an institute of exhibits. Every teacher in the county was obliged to be there with the goods—with a showing of every pupil's work during the past year. They came in loaded to the guards. They had suit cases, trunks, grips, valises, band boxes, bundles, bales, packing cases, crates, packages, rolls—all full of exhibits. They had maps, drawings, pictures, papers, sewing, embroidery, basketry, furniture, models, machinery, collections—everything that could be produced by school activity. The institute was held in the front of a vast and roomy hall a hundred feet long. The walls were covered with exhibits. The floors were covered with tables and the tables were covered by exhibits. Among the tables were long lines of tall screens—and the screens were covered on both sides by exhibits. Besides, there was an overflow meeting of exhibits in another large hall down town. There were over five thousand square feet of exhibits all told! More than a mile of exhibits one foot wide!

*
* *

A Titanic Job

No one will envy the superintendent's job in such a titanic undertaking as this. Think of it! The sheer weight of it, the complexity of it, the difficulty of it! The objections, the impossibilities, the irritations, the delays, the frictions! It makes one's brain totter to contemplate it.

But Babcock is a sure enough titan. He is an optimist with a bullet head, a big voice, a cheerful smile and a vigorous determination. He goes ahead like a snow plow, and everything yields to his unconquerable optimism.

And the people came for twenty miles around to see those exhibits. Here was the work of all the children in the county. Every teacher was there, not one missing—for the first time

in history. The institute was a bee hive, a center of throbbing life and industry, a scene of bustle and go and activity that I've never seen paralleled anywhere.

*
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The Superintendent Himself

I was interested in observing Mr. Babcock. He works under a big head of steam. He is amusingly frank and simple hearted. He talks to his teachers as directly, as forcibly, as openly, as he would to a class of boys and girls. Just before adjournment he said: "Now I have a curiosity to know whether all of you have heard these final announcements or not. So the secretaries will station themselves at the door and as you go out each one will hand the secretary a slip of paper with your signature on it. And don't any one give more than one slip, either, now mind that! And those whose names do not appear will explain it to the Board of Education Monday."

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Shaving the Children

The superintendent is a solid, chunky man, with wide open eyes and a stubby iron-gray mustache. He speaks loudly, distinctly, and with a fatherly frankness and kindness that no one resents. Said he: "Now, some of you are continually shaving the school children in one way or another, shaving off their time to suit your own convenience. This is not right. You must not do it!"

"Some of you this year taught on Labor Day and then later when you wanted a day yourself you took it. But that is not what the law means by holidays. The children get no lesson on the dignity of Labor in that way. When your orders came in paying you for this substituted holiday, I cut it out. Some got their pay before I knew it. But all of these are summoned before the Board of Education, and they must refund that money. This is not pleasant. It is too bad. But we must learn that holidays are not merely a matter of convenience."

"Again, some of you close your schools before 4 o'clock in the afternoon. On Fridays you close sometimes at 2 o'clock. I visited one young man who was just about to close and when I looked at my watch it was only ten minutes after one. Now, this is not right. It is shaving the children's time. They have a right to the school until 4 o'clock."

The Institute

The teachers of Mendocino were a delightfully hospitable and whole souled lot of people. There were 175 of them—and the whole 175 walked down to the depot to meet the incoming guests. A most unusual and grateful experience to the instructors from abroad, to march up in triumph, surrounded by 175 jolly, laughing hosts!

The outside people who added to the hilarity of the season were Dr. Jordan, Dr. Boone, Job Wood and Thos. P. Brown. C. D. Flower was the Secretary of Exhibits, and he perspired freely. So many local people were on duty that I dare not begin to chronicle them.

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Visit to Alameda

Not long ago I had a fine visit to the educational plant of the City of Alameda, piloted by Superintendent Will C. Wood. The populous high school and the Porter Building came in for inspection, also the four public playgrounds. In this playground matter Alameda bids fair to lead the State. At Lincoln Park is a splendid tract of land reaching down to the salt water of the bay, adorned by plenty of grand old trees, one great oak dominating them all and reminding me of the famous Hooker Oak at Chico. This park is newly fitted up with the best outfit for outdoor gymnastics that I have ever seen any where. It was all made of steel and all heavily galvanized so that fogs and rains, heat and cold and hard usage could not injure it. There were swings and bars and teeters and slides and ladders and poles and merry-go-rounds—all of steel. It is worth a trip for any one to see. Among the interesting features is a ladies' rest room—a beautiful little house built of tiles and marble, richly fitted up with furniture and woodwork of Koa wood. Although it is a little bit of a place, it cost $12,000.

Each of the Alameda grammar schools has a school orchestra of five pieces, and the dash and enthusiasm with which they go at things is wonderful to see. Mr. Wood tells me this music is a material help in the discipline of the schools, and I can well believe it. This feature is worth looking into by the chiefs of other big schools. I thought it was splendid. It is managed by Miss Montgomery, the music teacher, a very capable and attractive young woman who was raised out on a farm some distance away. The superintendent uneasily hinted at some dark secret that might possibly—but let that

pass. Wild horses could not drag it out of me. No, sir, if you want to know anything more you'll have to go to some one else!

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Big City School

I had a little bit of a visit to a great big city school a short while ago. It was the Horace Mann School in San Francisco, with twenty teachers and a graduating class of 150 young people. That is the biggest eighth grade class I know in the State. If there be a greater, let it speak now or forever hold its peace. The principal is Richard D. Faulkner, the well known writer of a history of California, and he took me sailing through rooms so fast and introduced me to so many teachers all at once that my head swims yet. He has well developed manual training and cooking annexes, and runs the institution on the departmental plan. Like all big city schools, it suffers from lack of outdoor play room.

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Institute at Clear Lake

The superintendent of Lake County is Miss Hettie Irwin, a bright, quick-witted and thoroughly capable young woman. She called her institute this year at the county seat, Lakeport, for the week of April 11th. The session was a lively one, with Dr. Boone, Allison Ware, E. Morris Cox and Mrs. James for outside inspiration. There were two evening lectures and a good trustees' section with over 50 trustees in attendance. The meetings were held in the new church on the hill, built by Principal Caldwell of the high school. Miss Irwin's printed program was a model of good taste and beauty, with a creamy cover decorated by a spray of buttercups.

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An Outdoor Diversion

One of the regular features of this institute is an excursion on the waters of Clear Lake. The whole assembly embarked one afternoon in a large power launch and glided away across the smooth waters, a gay and care-free crowd. No more beautiful scene exists in all California than the hills and dales, the flowers, the trees, the trim villas, the lawns, the orchards, that continually appear in succession along these

shores as seen from the lake. The time will come when every foot of the lake front will be very valuable for summer homes.

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Sailing O'er the Lake

We sailed and sailed across the lake. At last we spied far off a handsome house, set on a hill in a grove of trees, surrounded by lovely vineyards and orchards. It was the hospitable residence of Charles Mifflin Hammond, who had invited the whole institute to make an afternoon call. We disembarked, climbed the hill, and were welcomed by the hearty host and his kindly wife. She, by the way, is the sister of Theodore Roosevelt's first wife. Her niece, Alice Longworth, spent some time at the lakeside home a year or two ago, on her return from the Philippines. Before leaving, Alice hired the biggest hall in Lakeport, a pavilion out over the lake, and gave a reception to all the country side, in gracious and unassuming style.

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An Extraordinary Experience

After chatting with the Hammonds on the spacious, rose covered porches for a few moments we were ushered within, and into a large hall that made me fear incipient jim jams. The whole hall, above, below, on all sides was crowded with clocks! And all of them going! Tick, tock, click click, ding dong, tick-tick-tick, tock-tock! Clocks to the right of us, clocks to the left of us, clocks in front of us volleyed and thundered! More kinds of clocks than I had ever dreamed of. Big ones, reaching to the ceiling, little ones like your thumb nail—the latest creation of a Yankee factory, and ancient ones from the middle ages—rare Empire clocks from France, Swedish, Dutch, English, Colonial, German, and every other kind of clock that can be named by the tongue of man. There were chimes ringing and cuckoos warbling and circles of dancers skipping around. Queer pendulums were swinging and odd things jigging up and down. Bedlam was set loose and Time was out of joint!

In other words, Mr. Hammond was a Clock-Crank, a collector, an enthusiast on clocks. He had 131 separate and several species on his shelves! He only winds up 18 or 20 of them per day; but on every Sunday morning he winds

up the whole shooting match without fail—makes a religious duty of it, in fact. It takes an hour and a half of steady labor. Then there are always a dozen or so that need cleaning, so when rainy days come, Mr. Hammond never needs be out of employment. When he goes off traveling to strange towns with his automobile, he always has an interest—to hunt up second-hand stores and jewelry shops to look for clocks. He has a kit of tools and is an expert clock maker himself.

Now, wasn't that a striking experience to get at a teachers' institute?

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Look Into This

Another of the diversions of the institute was a musical entertainment by the pupils of the Lakeport schools. It was very pleasing and delightful indeed. It was simple and child-like and natural. The songs and other undertakings were done by children in a child-like way, not like imitations of blase chorus girls. I congratulate the people who had it in charge.

Every now and then I see a school show that makes my hair stand on end and I wonder how the principal ever allowed such a thing to be pulled off. Perhaps some broken down theatrical person has been allowed "to stage it." Anyhow, the result looks to me degrading and exceedingly demoralizing to the pupils of the school. It is shocking to me to see 15 year old girls taught the tough little tricks and kicks and grimaces of the vaudeville actress; to see virtue, parental authority, law and decency made sport of in a hardened, blackguard way; to see a whole school inducted into the artificial, reckless, immoral, Bohemian life of the great cities. Fearful and wonderful is the power of suggestion! I venture to urge it upon every high school principal in this State, that he carefully and thoughtfully look into the plot and spirit of every school entertainment before giving it his countenance and authority.

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About School Registers

We are experimenting somewhat with the State school register, to find what is the best practice to adapt. We have been studying the forms used by other States, the kinds furnished by the commercial houses, the modifications suggested

by teachers of this State. Counsel and suggestions from everyone will be welcome.

This year we shall issue the register in two forms. One will be prepared for cities, requiring the names of the pupils to be written over again at the beginning of each month. It will be reduced to the lowest terms, good for a single term only, bound in manila paper, with all possible extras cut out, intended to be collected and bound with its fellows by the school at the end of the year.

The other form is for rural schools, good for two years, bound in boards, with the leaves so cut that a pupil's name need only be written once per year. Spaces should be left so that late entering pupils may be placed alphabetically. This makes a continuous record, showing the whole year at a glance, free from repetition.

We shall be very glad to hear any testimony or opinion in regard to either of these after they have been tried for a term. Superintendents will be making up their minds how many of each form they will need. Neither is compulsory—the superintendent or the school may chose the form preferred in each case.

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Journey to Paradise

Yes, I went up to Paradise last week—and then came down again! California is good enough for me. Real estate boomers please take notice.

Paradise is in Butte County, thirteen miles above Chico. It is a region of rolling hills, covered by a growth of young pine trees. Six school districts had gathered in for a school picnic—Megalia, Lovelock, Kunkle, McKay, Nimshue and Paradise. There was a special train from Chico of three hundred people. Ten acres of white dresses—a may pole dance—crowning of the queen—the Chico brass band—speeches and songs—a big picnic dinner—a moonlit dance—these were some of the features. Ben Helphinstine, the teacher, an enthusiastic young Chico graduate, was the Master of Ceremonies. The County Superintendent of Schools, Mrs. Minnie Abrams, was everywhere at once, a cheerful leader in the merry-making. It was one of the very finest occasions I ever saw.

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There is no use in arguing with the inevitable; the only argument with an eastwind is to put on your overcoat.

—Charles Wagner.

State Board of Health

THE SCHOOL HEALTH QUESTIONAIRE

By Herbert Coolidge

A man who had been a hard drinker was once heard to say: 'I can get past a saloon now all right, and the smell of whiskey doesn't make my throat feel like a red-hot funnel any more—but a temperance lecture, that makes me feel like getting drunk." Some of us have experienced somewhat similar reactions when undergoing solemn warnings about our health.

Was Socrates making capital of weakness or of strength of mind when he taught by asking questions? Is the dislike to being told things the result of vanity and pride, or is it a sign that nature revolts against a system of learning that does not encourage scratching, discovery, mastication, and, because of these three, digestion? Let psychologists answer. For the layman it is sufficient to know that by the clever use of the Socratean system people can sometimes be brought to assimilate ideas that otherwise would be repelled, or swallowed and not digested.

In the school health questionaire we have some enterprising schoolman's or schoolwoman's twentieth century adaptation of the Socratean system to twentieth century methods. The plan is to pass a slip of paper to each pupil with instructions to answer questions something like the following, and to turn them in with no signing of names and no writing that would reveal identity.

Questions to be Answered by Checks and Numerals

1. How many cups of tea, coffee and ice-water do you drink each day at meals?
2. About how many hours sleep do you average?
3. About how many hours of evening study do you average per week?
4. About how many evening entertainments do you attend in a week?
5. How many hours of outside work, such as chores, newspaper routes, etc.?
6. Do you sleep out of doors? in a room with no window

open? with one window open? with two windows open? with more than two windows open?

Other questions, or a better framing of these questions, will suggest themselves to teachers.

It will readily be seen that as much or as little time can be put in compiling this data as teachers find convenient. Perhaps as good a way as any is to pick out a few of the striking ones, with some care, it may be, on account of the school joker, put them on the board and ask as to which of them are conducive to good records at school, to good temper, and to long life and general usefulness—and particularly why. The children will know why—at least enough of them will so that the boy whose record credits him with two cups of coffee for breakfast, a cup of tea and two glasses of ice-water at noon, and going out several evenings a week will get a pretty heavy sentence. And in the case of the girl who studies too long every evening it probably will be brought out that a few hours of wide-awake study carries one farther than many hours of half-asleep study.

The fact that the pupils know that one of them, just who the one only knows, is before the bar will insure keen interest. Teachers will find that the questionaire answers will suggest a rich variety of points which can be submitted to the school with profit.

We must educate the people to the point where it will be content to leave some things up to the specialists.

In business or in education, or in diplomacy the expert knows certain things which the public does not and cannot know; and the sooner the general public recognizes this fact, the better for the conduct of all our various lines of national activity.—From Professor Hadley's address at the University of California, May 7.

N. E. A., BOSTON, July 2-8.

Women in Education

Conducted by EFFIE B. McFADDEN

USELESS THINGS THAT ENCUMBER THE COURSE OF STUDY

By Mrs. Mildred Tiffany Wood

"I could dispose of grammar in one sentence. It should not be taught at all in a grammar school."

"Given the cost of three-fourths of an orange, find the cost of a dozen. Fancy knowing, in real life, the cost of three-fourths of an orange and not knowing the cost of the whole."

There is Word Analysis which is just so much rubbish."

"It is an impossibility for the seventh and eighth grades to make all the words in the advanced State Speller part of their vocabulary."

"Let us stop teaching the strange and unusual and proceed to teach the common and ordinary and teach that thoroughly and well."

Noticing a statement in the "Western Journal of Education" that your department would be glad to receive reports from the teachers regarding the "useless things that encumber their courses of study," I take pleasure in expressing a few convictions on the subject.

In my experience I have found that the subjects which contain the greatest amount of superfluous knowledge are: grammar, arithmetic, spelling, and history.

I could dispose of grammar in one sentence. It should not be taught at all in the grammar school. It is a subject that is adapted to more mature minds than are to be found in the seventh and eighth grades, and should be relegated to the high school where it is so sadly needed for high school pupils rarely know anything about grammar.

This does not mean, however, that one should not teach language, or the art of correct expression, something by the way which grammar has failed notoriously to do. It is useless to teach about a third of the arithmetic to thirteen and fourteen year old girls and boys.

If we would not encumber their minds with so much unnecessary knowledge but drilled upon the essentials instead perhaps a few years after graduation to do a problem in interest.

Take for example longitude and time. When I was in the sixth grade, I learned longitude and time, without understanding it. Later in the normal I learned it again. I conscientiously taught it in my first school. Since then I have resolutely cut it out whether authorized by the County Course of Study or not. But this year the fiat has gone forth that longitude and time must be taught and I must perforce learn it again, for of course one does not remember what one considers valueless.

I am convinced that nobody but a ship's captain ever had any need of longitude and time and I think he has a chart which does the more for him.

What nonsense it is to teach our boys and girls a subject so foreign to their experience, so entirely unrelated to their lives and so unlikely to ever be of any value to them.

I am sure it would be safe to say that not one in ten thousand (teachers excepted) ever has any occasion to work a problem in the subject. (I would like to be one of the Census Enumerators and gather a little data not prescribed in the list of questions.)

The geographical fact of later time east and earlier time west is another matter. But that gets its due share of attention in the geography period.

Cube root is another superfluity. Outside of school I have never had occasion to do a problem in cube root but I cannot make a simple business transaction without using fractions, or per cent, or interest. Why not, then, put the time we employ on cube root into drills on the useful material and make it much more thorough.

As the metric system is not yet our standard of weights and measures, why teach it? Because it happens to be the standard in France? How much time is wasted on denominate numbers, when a knowledge of the tables is all that is essential?

If a pupil knows that two pints make a quart and four quarts a gallon, if he is of average intelligence can't he tell when the problem comes up in his experience how many pints in a gallon, without devoting a week to problems formed on the basis of that table? How often in practical life will he have to find how many pints in 7-8 of 5-21 of 3-5 of a bushel? Or express .375 of an acre in square rods?

And in the subjects that are of real value, too often we find problems that are mere riddles. Take this for example, copied from the State Text Book: If three-fourths of the

price of an orange is three cents, how much will a dozen oranges cost?

Fancy knowing in real life the price of three-fourths of an orange but not knowing the cost of the whole orange! And yet that is what the problem implies.

It is easy to work if one knows the rigamarole—if three-fourths cost three cents, one-fourth cost one-third of three cents or one cent, etc., but how nonsensical.

Given the cost of three-fourths of an orange find the cost of a dozen. Is not that the height of mathematical absurdity?

But I shall take good care to have my graduating class well primed on just such problems—else how will they pass the county examinations?

And then why should the arithmetic give us the longest and most involved way of doings things? We know business men have much shorter methods of doing interest, partial payments, etc.

How quickly a carpet dealer can tell you the number of yards of carpet your room requires but what a struggle it is for the pupil to learn carpeting!

Mensuration is a section of mathematics which if used at all will be used only after securing a higher education where it will be taken up again in geometry.

I have asked men of average experience in the common walks of life—a farmer for instance, if he ever had to find the area of a frustrum of a pyramid and the answer has invariably been—no.

The mechanic, the civil engineer might need to know but the mechanic learns it when he learns his trade and the civil engineer learns it in college. They don't remember it from their grammar school days. In mathematics we remember only what we have practical use for.

Geography to my mind is an interesting subject and there is little that is really worthless about it. But one should study it on broad lines. Travel of course is the ideal way to study geography but lacking that we must appeal to the child's imagination and get him to picture for himself the lives of people very different from himself and the appearance of lands very unlike his own.

But is it of any particular value to him to know where Popocatepetl is located or how many square miles there are in the island of Java, or the population of Korea?

A witty teacher was once asked in geography examination: "Where is the Golden Horn?" She had never heard of it

(neither had I till she told me the story) and she daringly replied, 'The Golden Horn is on the Golden Bull." It was quite the most appropriate answer for such a question.

Once my own pupils were asked in county examination: "Where is attar of roses found?" They didn't know, neither did I. After examination we began to hunt for the answer. But did the Board suppose we had some clairvoyant method Encyclopedia. Remembering my Macbeth—"All the perfumes of Araby could not whiten this little hand," I hazarded Arabia for an answer. Later I asked some member of the Board of Education and found it was in Germany, I believe. But did the Board suppose we had some claivoyant method of acquiring knowledge?

History is largely an account of wars. A study of campaigns is, in my opinion, a criminal waste of time and energy.

In the first place war is immoral. Why then spend time and attention on it? Or if we are to spend time on the subject let us spend it to some purpose.

I always let my history classes down easy on the chapters on wars and instead of making them recite, I spend the period pointing out the folly, barbarity, and cruelty of war.

So many battles are fought, so many lives lost, and so many towns taken and then the representatives of each nation meet and agree on terms of peace. One side loses and the other gains some doubtful possessions. Why couldn't they have met and arbitrated in the first place and saved all that bloodshed—to say nothing of the expense which might with so much more advantage to the nation have been expended on public education?

At first thought one might say that surely there is nothing superfluous about spelling. One must learn how to spell and what more to spelling is there? Well, there is word analysis for one thing, which is just so much rubbish.

If it is deemed necessary for the pupil to know the origin of his language let him study Latin but this disjointed, disconnected method of taking out a few latin verbs and teaching them is to my mind the biggest pedagogical blunder we've made yet.

And then is there not such a thing as the relative value of words? Is there any logical reason why an eighth grader should be called upon to learn such words as saponaceous, moquette, sanbidun, scholium, parotid? Is it worth while to make children learn to spell words whose meaning they don't know? You may say, make them learn the meanings, but

I say that there is a limit to the number of new words a child can assimilate.

It is an impossibility for the seventh and eighth grades to make all the words in the advanced State Speller a part of their vocabulary.

The acquiring of a vocabulary is a matter of growth and takes years. One can't swallow a vocabulary whole.

So the indictment against the Speller is that it asks the pupil to learn strange and unusual words.

And I think that may stand as the indictment against the whole system. Let us stop teaching the strange and unusual and proceed to teach the common and ordinary and teach that thoroughly and well.

Figures from the Statistician

By JOB WOOD Jr.

KNOWLEDKE IS SAFETY—PROTECT THE CHILDREN

As electric roads, electric lighting, electric pumping, telephones and the use of electric machinery of all kinds increases the danger to people and animals grows. The public press teems with accounts of accidental deaths of both animals and people from the deadly electric current. Recently some workmen were driving some piling on the water front. The wet rope came in contact with a live wire and the engineer was killed instantly. In one of the cities a lady was taking a bath in her own home. Her hands were wet and she reached up in getting out of the bath tub and came in contract with the current in connection with the light. No one knows how she met her death excepting that she was killed by electricity. In this city a few days since some little boys at play saw a small wire hanging from a pole. They knew just enough to feel that it might have a current strong enough to run a small motor that one of the boys had. So off he runs home to get the motor. Fortunately his mother met him in time to send him back to the other boys to tell them that they must all stay away from that wire for it might kill them. How fortunate is the boy and girl whose mother knows the dangers in this life and teaches them as they grow up to avoid them.

About three years since a delivery boy in this city saw a wire hanging from a pole. He was afraid that his horse would get tangled in it so he thought as he rushed in with his load of groceries to the house he would pull the wire away. The wife of one of the State officers saw him fall and saw that he was dead. More than likely that boy did not know the danger or, if he did, he did not have it in mind that any wire may carry a current of electricity. Every day brings an account of some accident to man or beast from the electric current. Most of them are the result of lack of knowledge. Many persons may be injured by being careless but most of those who are injured lack proper information.

Teach Danger to Children

The young child who can reach out his hand may come in contact with a live wire. Children are fond of gathering wire and will often pick it up from the road side. They may not see that this seeming piece of wire is attached to the pole which carries the electric current. Parents cannot be too careful to train the little ones against picking up wire and taking hold of it when they see it hanging from a tree or pole. We are doing our utmost to teach the children against dangers from contagious diseases and the nasty cigarette all of which is right. Why not include the dangers from the electric current? Let the good work go on till all children have a good knowledge of the dangers they may meet. But why not begin at home to train the little ones against the dangers from the electric current? Let this be continued at school till even the bustling, careless, energetic boy who rushes over the third rail of the electric road to keep his kite in the air or to catch a ball or follow a butterfly will have the danger so firmly fixed in his mind that even the "winged butterfly" cannot call him into danger. These little fellows usually have one thing in mind and that is what they are most interested in. It is not carelessness; it is simply nature that they go from one thing to another without thinking of results. To fix a lesson in the mind of such boys means a constant "hammer" in the most patient way possible. But if we would save these energetic fellows to the great tasks of life we must "hammer and hammer" till they will think.

Electric Companies Interested

What have we gained when the companies whose current crushed the life out of our loved one pay heavy damages?

We cannot put the value of money in the balance and compare it with the boy or girl whom we have loved so much that our very lives have been given to the development of the fine man or woman we hoped to give to the world. And who knows the damage to mankind when one of these young people is cut off from human activity? The world would have lost a wonderful lesson and a great man in the death of Lincoln in boyhood, or Grant or Moody or many others whom we might mention. The companies who control these electric plants are so anxious to prevent accidents that they go to all kinds of expense. There is little doubt that any company would be glad to give lessons to the school children in the handling of electricity by sending some of the best men in their employ to teach the children. Why not call on the manager of the company nearest to the school and ask this favor?

Very often a neighborhood has in it a fine musician, an engineer in mining, mechanics, or a traveler of note. Why not use these sources of education to give the children a valuable lesson? This will mean interest on the part of the children and it will mean interest in the school by all who know of the work that is being done. The constant grind of books and examinations and credits will be forgotten for a time and the children will be broader and more ready to take hold of the advanced work. And what are the lower or primary grades for but to prepare the children for the work that is to come? In many of the high schools are teachers of science who would be very glad to go to the elementary schools and tell the young folks of the wonders of electricity. Why not use this source of information to lead the young folks from danger and to teach them a lesson that may contribute towards their future sustenance? These lessons may call the big rough boy into the high school and his interest may be such that he will travel the rough roads of Lathin, English and Mathematics so that he may follow his one love, science. If these lessons do no more than save the lives of one or two children the teacher has more than earned his salary and paid the State for the expenditure that it made to educate him.

"You shall know the truth and the truth will make you free." Teach the children the truth and they will know the dangers of life in every field. Keep in mind the real value of a fine man or a lovely woman and many lessons will be presented that will aid in the development of such men and women.

HOW SHALL WE KEEP THE BOY IN SCHOOL?

By E. P. Clark

Editor Riverside Daily Press

This question implies that the boy is not in school, or at least that many boys are out of school who ought to be there. Is that true? I think most of you will agree that from your own experience in the work you have found this situation to exist not as a theory but as a condition. And it is certainly true that many men of larger acquaintance with school affairs than any of us enjoy have reached the same conclusion.

In a recent article in the American Magazine, William Allen White says: "Two-thirds of the children who enter the schools of the country never get beyond the seventh grade. Five million boys in their early teens leave school unnecessarily."

That sort of statement ought to make us sit up and take notice.

But you will find about the same conclusions reached in the official reports. The Bureau of Education at Washington recently issued a bulletin on "The Elimination of Pupils from Schools." This was prepared by Prof. Edward L. Thorndike of Columbia University, a very distinguished authority on educational matters. In his introduction Professor Thorndike says:

"(1) At least 25 out of 100 children of the white population of our country who enter school stay only long enough to learn to read simple English, write such words as they commonly use, and perform the four operations for integers without serious errors. A fifth of the children (white) entering city schools stay only to the fifth grade.

"(2) Of the children entering the public schools of our more favored cities over half probably never have a man teacher.

"(3) Less than 1 in 10 graduate from the high school.

"(4) Only about a third graduate from the elementary school of seven grades or more.

'((5) Only about half have any teaching of consequence concerning the history of their country or any other, or concerning the world's literature, science or art.

"(6) In our city high schools, for 100 girls entering there are only 75 boys. During the high school course, moreover,

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* Published in accordance with resolution of the Riverside Convention of City and County Superintendents of California.

the boys are eliminated more rapidly, so that in the last year there are 60 per cent more girls than boys."

In another place he says: "For every 100 girls in the first year class of the city high schools, there are in general, only 75 boys; of 100 girls in the first year class 30 leave before the second year, 25 more before the third, and 14 more before the fourth year. For 100 boys the corresponding figures are 34, 27 and 14. A third more girls enter and fewer drop out."

Putting these figures of Professor Thorndike's in another form we find that of 100 boys who enter the high schools of the country only 25 remain as long as the fourth year; 75 per cent drop out during the first three years and without question some more of those who start in for the fourth year fail to graduate either because they are "plucked" or because they drop out voluntarily.

Considering the reports from some of the cities of the country in detail, we find that California makes a very good showing. In Riverside, for instance, 49 per cent of the boys who enter the high school stay on until they reach the fourth year. In San Bernardino 44 per cent; and in Oakland 25 per cent. In Auburn, N. Y., only 18 per cent of the boys who enter are found in the fourth year; and some of the other percentages are as follows: Bay City, 12 per cent; Birmingham, Ala., 10 per cent; Davenport, Iowa, 19 per cent; Chester, Pa., 16 per cent; Canton, Ohio, 21 per cent; Fitchburg, Mass., 24 per cent; Norfolk, Va., 17 per cent; and Tacoma, Wash., 18 per cent. At the bottom of the list are Bayonne, N. J., where the great refineries of the Standard Oil Company are located, with 9 per cent; and South Omaha, Neb., a great meat packing center, with the same percentage. The average of these 11 cities outside of California, representing all sections of the country, is 15.5 per cent.

These figures are certainly startling. They mean that of every 100 boys, on an average, who enter these high schools, only 15 stick it out till the beginning of the fourth year. The problem is what becomes of them and why do they drop out?

Is it the fault of the boys, of the parents, of the courses of study, or of the teachers? I would say that in a measure all are more or less to blame; but as we are here as teachers, it may be helpful for us to consider some of the possible faults of the schools and of the teachers.

You know how inadequately equipped for the struggle of life the boy is who drops out of school before he is through the grammar grades, or soon after he starts on the course in high school; and even in a slight degree the schools are re-

sponsible for his being thrust out into the world with this handicap, it is fitting that we should seek for a remedy and earnestly endeavor to apply it.

When I began the preparation of this paper I asked a number of the leading educators of the State and others in touch with the boy problem to give me their ideas as to why so many boys drop out of school and as to how we can prevent this calamity. I am going to read you some of their answers as a preliminary to further consideration of the subject.

Supt. P. W. Kauffman, Pomona: Have more men teachers. Have more manual work and less academic work. Make the "school life" and the "out of school life" fit into each other better. Fit the school to the boy instead of fitting the boy to the school. When this is done, the boy will play hooky from the street and run off to the school instead of playing hooky from the school and running off to the street.

James A. Barr, Superintendent of Stockton Schools:

(1) By so planning the work that even the boy will see that our school work is worth while.

(2) By making work interesting.

(3) By cutting out non-essentials and by emphasizing those things that will prepare for life work.

(4) In particular, greater emphasis on manual training, on real agricultural work in agricultural districts, on preparation for mining in mineral districts, etc.

S. T. Black, former State Superintendent and now principal of the San Diego Normal:

In the normal school there are practically no boys, because the normal school now requires high school graduation for admission. By the time a boy leaves the high school, he is practically a grown man, and there are other avenues of industry open to him immediately without his spending two more years in the normal school.

Again, a great many families need additional earning power so that when a boy leaves the grammar school at 14 to 16 years of age, he is often called upon to earn something.

While the conditions are not so bad as one would think at first sight, still there are too many of our larger boys not in school. Just why this, we do not know. The school should do everything in its power to interest the boy in school work; if necessary, the school ought to offer a different line of work —a line that would appeal to the adolescent boy.

J. D. Graham, Superintendent of the Long Beach Schools:

There are two main reasons in the minds of the boys for staying in school; the first is that the work given is practical,

will help them to become proficient in some trade or profession, and so enable them to earn a good living; secondly, the opportunity of taking part in well organized school activities under capable coaches. The first need demands teachers of a higher type, people who know from experience what they teach, men of breadth, intelligence, character, men who are men amongst the business men of their city. In order to meet these conditions we need more polytechnic schools and conditions made attractive enough to draw the best type of manhood into the school, not as a stepping stone to some profession but as a life work.

Commercial courses do much to keep boys in school if the conditions for taking this work are not too severe.

Time was when there was a farm waiting for every boy but now we can only give him an education. Today he demands a practical one and when it is given he accepts it with enthusiasm.

Dr. E. C. Moore, Superintendent of Los Angeles City Schools:

One way to keep the boy in school is to develop a higher regard for schools and their work among people generally. Whether one shall go to school or not, and do well in school or not, is very largely a matter of family attitude toward schools. No boy ever does well in school unless he hears it said at home that education is a good thing to get. He takes copy from his parents on these points, and they again take copy from the people about them, and any one who can get at the public opinion of a community can do much to make its schools flourish, as well as to keep its boys in them.

Another way to keep them in school is to have juicy-minded teachers in the schools, people who delight in youth and love to be with young people and to help them, not discouragers of youth. The atmosphere of a school system either invites children to come to school or to run away from school. The superintendent has something to do with making it. So have the people, and so have the teachers. The course of study also may be a live thing or a dead thing, which only dead people can abide, so that the children must, in a degree, pass out of life in order to labor with it. We are trying to find the living matter in history, geography, arithmetic, language work, etc. There is a living part to each one of them, and a dead or dying part that must be sloughed off. Again, in manual work and in physical lessons and games we think we are doing something that will grapple every boy and girl to the school.

State Superintendent Hyatt:

The way to keep a boy in school is to make the school "worth" keeping in. The boy leaves because it is a dreary, scholastic, unbearable prison—sometimes a sepulcher. Open it up, let in the real world of activity, life, interest—manual work, athletic work, commercial work, social work, all the other things that real people are doing in a real world—and then the boys will stay.

Judge Curtis D. Wilbur of Los Angeles, the first juvenile court judge in California who has made a very careful study of the problem of the delinquent boy:

"Replying to your inquiry as to 'how to keep children in schools,' would say that, of course, there are two methods, one the method of compulsion, and the other, the method of attraction."

"With reference to getting attendance by making the schools attractive, I need not dwell upon convenient school houses, playgrounds adjacent thereto, efficient school teachers and things of that sort, but it is of utmost importance for our schools to be filled by those who come voluntarily, that they should see that which would fit them for life. Herein our schools have signally failed, for after the eighth grade, and before the eighth grade, a great majority of children drop out of school. The tendency of our schools is largely to prepare men and women for professional life and for a university education. As a matter of fact, a great majority of our people are not university graduates and are not engaged in intellectual pursuits."

"I think it is of utmost importance that we should have efficient trade schools so that after a certain time, a boy could learn a trade in his school in addition to other branches of learning which might be given him. As it is now, a boy, in order to learn a trade under public tuition, must either be sent to a reform school or the penitentiary, and it may be stated with truth, that many boys have committed crimes for the purpose of going to a reform school to learn a trade."

W. T. Randall, Superintendent of the State Reform School (Preston School of Industry) at Ione, who has had large experience with delinquent boys of the worst type:

"First, by parental authority. The abrogation of parents is fundamental to juvenile delinquency of all kinds. A boy's leaving school prematurely is a mistake that traces back to the parents, who should be a source of wisdom for their young. This defect in education is the greatest of all, in these days.

"Second, by re-organizing our schools so as to make them

necessary to the attainment of the worthy ambitions of all boys. That is, more "practical" as now discussed.

"Third, make school work "work." It is a mistake to think a boy is attracted by the removal of difficulties, the effort to sugar-coat; boys, even, enjoy achievement.

"Fourth, employ more men, real men. 'However much a boy may admire a woman teacher, he knows he never can become a lady.'

"Fifth, individualize teaching, promoting half-yearly, or quarter-yearly, is still promoting by grades. It is no doubt a present necessity, but to be destroyed. A boy should attain his mental growth as he does his heighth, not by

Several of the gentlemen from whom I have just quoted have referred to the need of more men teachers and I feel that this is a point we may well emphasize. When I say that I believe the lack of men teachers is the one reason why boys drop out of school, I do not wish to be understood as reflecting in any way on the noble women who constitute the greater part of our teaching force. In the lower grades, I feel confident the women succeed better than the men; the mother instinct of the woman gives her an access to the hearts of the younger children and an influence over them that no man can have. When, however, they come into the seventh and eighth grades and the high school, the boys have reached an age where they need to be brought into touch with the virility of strong, well equipped men. They feel that it makes "sissy boys" of them to take all their school work under women. They have problems of body and mind to face that demands counsel and aid of men; and if this is lacking, it is so much the easier for them to drift away from school.

There was a time when the number of men and women employed in the schools of the country was nearly equal, and that was true even in California. You may say to that this was probably long before our time; but statistics show that forty years ago 41 per cent of all the teachers in the country, in the elementary and high schools, were men, and in California 40 per cent. Many of these men teachers were young men in preparatory school or college who were teaching to earn money to complete their course; and the result was that even in the country schools, the children were often taught by well trained, ambitious, vigorous young men whose presence in the school was a splendid stimulus to mental effort and whose wide outlook on the world give the children a vision of larger things. But that day is past. Now there are

only a little over 20 per cent of the teachers of the country who are men, and in California less than 13 per cent. In the grade schools less than 10 per cent. In many counties in this State hardly a man is employed except in the high schools and in many high schools there are more women than men teachers. Some high schools have no men at all on the faculty. Taking the State as a whole there are 924 women teachers in the high school and 596 men, or more than 50 per cent more women than men.

In speaking of the country at large the United States Commissioner of Education, Dr. Elmer Brown, says:

"Since the year 1898 the actual number as well as the percentage of male teachers in this country has been declining, and since 1902 that decline has been very suggestive of a toboggan slide."

The following interesting statement of the rate at which men are being eliminated from the schools of the nation is furnished by George P. Brown, editor of School and Home Education:

"The decrease in the number of male teachers in the nation during the last six years has been 17,463 or an average of 2,910 per year. In the last four years the decrease has been 12,094, an average of 3,023 per year.

"During the same periods, the women teachers have increased in number 38,433 during the last six years, an average of 6,405 per year. And during the last four years 35,418, or an average of 8,854 per year."

We are only preparing a handful of men in California for the profession of teaching and those mostly for the high school work. In the normal schools of the State this year there are, in round numbers, 2,000 students; less than 100 of these are men. San Jose has 578 women and 24 men; Los Angeles has 634 women and 16 men; San Diego has 234 women and 7 men; Chico has a better showing with 261 women and 48 men. San Francisco normal does not report any men.

Hear what some of the leading men of the State say regarding the need of more men in the s chools.

President Wheeler of the State University:

"There ought to be a larger proportion of male teachers in our high schools. **A high school in which anything less than a majority of the teachers is on the male side is a wrong education. We ought not to put boys over 13 years of age under charge of women.** They need the impression of virility, personal strength and creative capacity that they get from

a strong man. A boy over 13 years of age is likely to lose his respect for the schools if they are represented to him exclusively and predominatingly in the person of women."

Former Governor Pardee:

"Because boys of 14 to 15 years of age need and like men teachers, who are able to enter into boy life better than women. Everything in reason should be done to keep our children in school. Therefore men teachers, being able to make life more attractive to the boys, should be employed."

Dr. Elmer E. Brown, formerly of the University of California and now National Commissioner of Education:

"I think it extremely desirable that the proportion of male teachers in the schools should be higher than it is at the present time, in order that the influence at work for the making of the American character in the schools may more fairly represent, and in due proportion, the better influences at work in American society as a whole."

Rev. Robert J. Burdette:

"Boys need a teacher somewhere along the course of their education, who has once been a boy. This rule bars all women and some men."

How shall we get more men in the schools?

One thing that will "help some" is the payment of better salaries. But as a matter of fact I do not think the salary question is as much a determining factor as many suppose. I know a good many young men who are practicing medicine, or trying to, or who are struggling along as attorneys with a smaller income and a position of less influence than that accorded a teacher even in the grades. They hope for greater success in the future; but most of the other professions except that of the teacher are crowded and progress for the beginner is slow. Even in the business life, the average young man without means does not get ahead very fast. The greed for gain has undoubtedly turned the current away from teaching to other lines of work; but considering merely the question of dollars and cents, many young men would do better in the teaching profession than they are doing elsewhere. Perhaps they will "get wise" to this fact and then we shall see a reaction. We ought to pay our teachers more than we pay our bricklayers; but the young man of good education who might command from $1,000 to $1,500 as a teacher is foolish to stick to something else at $600 or $800 a year because he thinks a lawyer, a doctor, or a business man has more prestige than a teacher.

The teaching profession is an honorable one and second

only to the ministry in its opportunities for usefulness; and I do not know that it is second even. It ought to attract men for the love of the work and the opportunity for service; and that doctrine ought to be preached in season and out of season to the young men in our colleges and universities.

No one should try to teach boys who does not love boys. Perhaps some of you ladies may say that is easy provided the boy is old enough and all right in other ways; but what I mean is that the teacher of boys should understand them, sympathize with them in their perplexities and enthuse with them in their sports. I have a niece who is a teacher of considerable experience and good success; I was talking with her one day regarding the base ball team in her school and asked who constituted the battery, mirable dictu, she did not know what a "battery" was; when I waxed quite indignant at her ignorance, she insisted that if any such a word existed, it was a slang term. Then I went to the dictionary and convinced her that "battery" is a good dictionary word. I wonder if any of you would have to be "shown" in the same manner.

Now I am firmly of the opinion that any teacher of boys, man or woman, who does not understand some of the fine points of base ball and foot ball is tremenduously handicapped. School sports can be overdone but many a robust, active boy is held in school by his enthusiasm for athletics when he might otherwise drop out. The physical training of the boy should not be neglected; and if the school is too small to have a gymnasium, it can at least have a base ball and bat and a basket ball or two. Outdoor sports are possible in California all the year round and there is no excuse for our turning out anaemic and flabby muscled children from our schools. Both boys and girls have an added respect for a teacher who takes an intelligent and helpful interest in their sports and they will give such a teacher their confidence when the bookish teacher can never get near them.

The normal boy is a good deal of a savage; he passes through that stage in his development and we ought to shape those primitive instincts so that they will make him strong and self controlled instead of rude and cruel.

There is a key to every boy's heart; we ought to try and find it. Sometimes we stumble on it and sometimes it takes long and patient search to find out the combination.

I know of one teacher who was trying to interest her children in the study of birds and she had a board placed at the window where the sparrows came to eat the crumbs that were put out. One boy seemed to take no interest in the

matter but one day the teacher proposed moving his seat and the tears came in his eyes as he said he did not like to move as from his new seat he would not be able to see the birds eat. That teacher had a new vision then and there of the possibilities of tenderness in that boy's heart and of his capacity for nature study.

Do not study the children in the mass; study them as individuals. Learn the things your boys are interested in; if any of them are good things, develop and guide that interest. If the interests are bad, try to substitute an enthusiasm for better things. The wander lust is strong in the boy and that is why he so often plays truant; that spirit may often be satisfied by tramps for the study of plants, birds and minerals. Seek to interest the boy in things he may read about at home, or observe when he is out of doors. If he is inclined to be disputatious, as many boys and some girls are; do not rudely check that tendency to stop and argue the case; but develop it into the basis for a debating society that will stimulate the boy's interests in the stirring problems of today.

One of the common complaints against the courses of study in our schools is that they are not practical; and that is one of the excuses parents and children make for pupils dropping out. They say the schools do not teach them the things that will help them get on in the world; the things they need to know in every day life.

There is some ground for this criticism but it is often inspired by a wrong conception of the purpose of education. We are inclined to measure everything by the circumference of the dollar, but we have no right to apply that test and no other to education. The school and the college gives us an enrichment of mind, a broadening of experience, and a widening of outlook on the world that will make us happier and more useful but not necessarily richer in dollars and cents. We ought to try and lead our boys to see that the uneducated man is poorly equipped for the work of life and that his power to be a useful citizen will be strengthened and developed by a broad educational training. We ought to teach them that there are many things in life more important than making money; but after all, the work of the school should not be isolated from the practical problems of every day life. It is better to give a commercial course in the high school than it is to have boys drop out and go to business college where the training is often too narrow and too strictly utilitarian. And it should be regarded as just as necessary

to train the hand of the child as to train his mind. Hence the importance of manual training.

Not so very long ago we thought this was a fad; we know better now, and the modern tendency of education in the grades and in the high school is to include the liberal provision for manual training work. Do the boys appreciate it? Well, a manual training teacher in a school where the facilities for this work were limited and the boys had to take turns at the benches once or twice a week, told me that a bunch of his boys gládly missed the circus parade rather than lose their chance for a manual training period; and he added that many of them would be on deck at 7 o'clock in the morning, if he would consent to begin his classes that early. In one large city in this State over a hundred boys camped all night in the halls in order to be in line for registration at the polytechnic high school in the morning. Do you know of any instance of their doing that to get into the ordinary classical high school? When boys have such an enthusiasm as that for manual training, they are not going to drop out of school; and I pin my faith on manual training as one of the most effective means of keeping the boys in school.

William Allen White, in the magazine article to which I referred at the beginning of this paper, says:

"Generally speaking, the fault is with the school rather than with the boy. Certain the fact that five millions of boys in their early teens do leave school unnecessarily is a fact worth considering in making up a curriculum. And if the fads and isms are driving the boy from school, the nation is the loser. Therefore the instinct of the boy for physical education as well as for mental training should be heeded. The boy longs for manly things. He craves the company of men and their roughness. He desires to do something—to see something growing under his hand. It is instinctive, and the most hopeful thing in our democracy is not the growth of the secret ballot, the cleansed party, the direct nomination and direct legislation, but the vague and definitely growing recognition that the boy's instinct for practical education in his school is to be trusted. The almost universal introduction of manual training in some form in the lower grades of American schools—giving the boy opportunity to work with his hands—is one of the most important symptoms of social health in our political organization."

We must recognize that this is an industrial and a commercial age; and our courses of study should be planned by men who are not blind to that fact. In the smaller schools

the problem of manual training is a difficult one; and the city boy needs the training more than the country boy who as a rule works with his hands. But even in the country we ought to try and do something along these lines. The school garden is an inexpensive means of interesting the younger children not only in nature study but in the rudiments of scientific farming; and every graded school and high school should make some provision for manual training. If I could have only three teachers in a high school, I believe I would have one of the three who was competent to give work in manual training.

The boy will be made resourceful if he learns to do things with his hands; he will have new respect for the dignity of labor; he will develop a love for hard work that will help him stick to the job of going to school and stick to his job after he gets out of school. Manual training is not designed to make all the boys carpenters; that is a mistaken idea of its purpose. Its aim is to train the hand and the eye; to give an education that is symmetrical and will help prepare the boys to "do things."

Nearly half the school children in California are in the rural schools in communities dependent on farming and fruit growing for their prosperity and we might say for the very existence. But aside from a few isolated cases, no effort is being made to provide in these schools any special instruction that will fit the boys to be farmers. In fact a good deal of our teaching educates them away from the farm rather than towards it. There is, however, beginning to be an awakening on this subject and the following earnest statement is made by Prof. Leroy Anderson of the State polytechnic school at San Luis Obispo in a recent bulletin on agriculture in the high schools:

"In these days when so much is said and written about industrial education it is helpful to consider agriculture as belonging to this large and growing department of teaching endeavor. The fact that a large percentage of our population is engaged in agriculture of one sort or another makes it a subject worthy to be taken into the school room in as dignified and thorough a manner as is any scientific or technical subject. Mechanical trades or industries are provided for in the city schools in public, as well as in private institutions, and afford an argument for placing the foundation industry, agriculture, in rural schools.

"The high school located in a rural community, or drawing largely upon the farming population for its pupils, needs

no further reason for adding agriculture to its curriculum than that it is thereby more close fitting its environment. When we consider the matter seriously, it seems incongruous that a high school in a small town, surrounded by a rich agricultural territory, should be devoting all its money and energy to instruction in language, history, mathematics and a little of science with not a word or thought of the industry which gives the place its being, and with no correlation between the subjects taught and the live, throbbing heart of the whole community—its agriculture."

Professor Anderson gives the following report on the work that has been undertaken in the direction of agricultural education in a few of the high schools of the State:

"At the Oxnard Union High School, Mr. W. G. Hummel, a graduate of the University of Illinois College of Agriculture of some three or four years since, was this year engaged to teach agriculture. He writes:

" 'Neither agriculture or botany has ever been given in the school before this year, so we are obliged to start our work quite from the beginning. During the present year I am teaching courses in botany, physical geography, and agronomy. I have worked out courses for the second, third and fourth year agricultural work very carefully, but of course cannot use them during the present year. In the agronomy course given this year we are now making a preliminary study of plant physiology, composition and structure, which will be followed by plant propagation work; the study of plant heredity and improvement and plant environment. A greenhouse has just been completed, for use in the agricultural work of the school, and four acres of land have been purchased, for individual student gardens and experimental plots.'

"Mr. D. N. Morgan, of the class of 1909, University of California College of Agriculture, was called to introduce agriculture in the Imperial County Union High School. He describes his beginnings fully in a letter to Professor Babcock, from which we are privileged to give some interesting extracts:

" 'The High School work has far exceeded my expectations. Twelve are enrolled in botany and plant propagation, six in the dairy course, and six in the course in livestock. I also have the entire entering class in Physical Geography. The botany class is using Bailey's First Lessons in Biology; along with it I am working in topics of general interest such as seed selection and germination, tests of alfalfa, that is being

actually planted, so that the results of our work can be shown in the crop itself.

"'In regard to the field work the people of Imperial have offered me ten acres of land to do with as seems best. The people of the community are much interested in our work and have offered their places for experimental work. The board of trustees have agreed to build an agricultural building next year to cost at least $10,000. They have supplied all the books I requested.'"

"The following plan briefly outline by Mr. F. T. Bell, teacher of science at the Siskiyou County High School of Yreka, indicates a line of work which may be followed by the teacher of chemistry during the third or fourth year of the high school course:

"'The course will take up principally, the analysis of the soils, the practical growing of profitable crops on a soil of given constituents. The rational feeding of stock and men from the standpoint of efficiency and rations; the causes and prevention of disease among common stock, and the natural and artificial fertilation and reproduction of the ordinary and desirable farm vegetable products; all to be approached from the basis of abstract chemistry, botany and bacteriology.'

"Mr. T. J. Penfield of the Vacaville Union High School has found a way of using the garden as the basis of agricultural teaching with the text book only as reference. He says:

"'We are starting a course in gardening in this school this year and would be glad for any help we can get toward making it interesting and valuable. So far the interest of the class has been most gratifying. We are using Warren's Elements of Agriculture as a text—mainly for reference. I find that the line of interest is in experiment—to make the work a recitation from a text would kill the interest. The five boys who compose the class are keen to try experiments and quickly grasp the purpose and underlying principle. Our last experiment is a germination test for corn. The boys are keenly interested in this. This is the line we must follow for classroom work. As soon as the season permits we shall, of course, undertake actual growing of plants. I feel that this simple beginning promises to make one of the biggest things in the school for live education.'

Continuing Professor Anderson says:

"The introduction of agriculture is not so difficult as may be at first supposed by the uninitiated. The subject is a big one to be sure, but it need not be attacked all at once at all points. It is better to make a small beginning and that at

the places which seem easiest and most familiar to the individual teacher. Agriculture, while not a science in itself, includes within its scope all of the science commonly taught in the public schools. The science teacher, therefore, is eminently fitted to begin agricultural teaching whether trained in an agricultural college or not, although such a training is the logical preparation.

"The modern method of giving a course in general science during the first year or two of the high school affords a means of doing some substantial agricultural teaching without any shock to the old time feelings and dignity; for agriculture is a subject around which may be grouped all of the sciences essential in such a course. Botany, physiography, chemistry, physics, zoology, entomology, and physiology are all taught at present and each one has an important bearing in an agricultural education."

"Stockton has taken a very progressive stand that is designed to promote the 'back to the farm' movement. Very comprehensive plans are being made for next year, not only for 'distinctive preparation for farm life but help for the mothers and fathers now on the farm.' Superintendent Barr of Stockton Schools says:

"'We aim to establish a department of agriculture in the Stockton High School that will not seek in any way whatever to prepare for entrance to the universities, but will try to prepare students to meet the farm problems peculiar to the great agricultural area near Stockton.'"

That is certainly a refreshing departure from the stereotyped courses of study in our schools.

It may be said that there is not room in the already overcrowded courses of study of our schools for this new line of work. Perhaps not as they stand; but in a newspaper office when an article is too long, we use the blue pencil on it; and perhaps the courses of study in the California schools would be better off for a little judicious use of the blue pencil that would cut out some of the non-essentials and make what is left simpler and better adapted to the conditions under which the children live.

One thing that would help keep the boys in school would be to loosen the grip of the State University on the common school system of the State. You may think I am guilty of heresy when I say this though I mistrust that some of you teachers think it, even though you might not deem it wise to say it. But I am not a teacher and nothing can be done to

me by the university authorities if I do indulge in a little frank criticism.

Here is the situation. Less than 10 per cent of the children who enter the high school go to any college and a still smaller number go to the State University. But the university virtually dictates the courses of study in the high schools, and even down into the grades because the work there has to be shaped with reference to entering the high school. No school will be accredited unless it accepts the university requirements regarding the studies to be pursued and virtually the methods of instruction to be followed. Now I admit that it is not fair to the 90 per cent of the high school children who do not go to the college to be forced into an educational groove that is fixed expressly for the other 10 per cent. I find on investigation that I am not alone in this view. The superintendent of schools in one of the smaller California cities says:

"The college has demanded and is demanding certain work from the high school, and the high school has demanded certain work from the grades. Today pupils who graduate from the high school cannot enter the State University unless they have taken this and that subject. High schools cannot receive State money unless they have a course of study that will admit to the State University.

"We are expending vast sums of money annually, to fit children for university entry, who by nature should be instructed how to work with their hands.

"The course of study as planned makes the high school largely a preparatory school for college life and has but little in it for those who have no ability or inclination for such a life. Only about 6 per cent of the high school pupils ever go through college, 94 per cent entering life's work without college preparation, and yet our greatest energies have been devoted to the preparation of this 6 per cent to the neglect of the 94 per cent. The 6 per cent are supposed to prepare for life's work but the studies that they take will most surely force them into some profession, as those studies are not adapted to the life of the world outside of the professions."

This situation does not seem to be peculiar to California. In an article in the World's Work this statement is made:

"It seems to me superfluous to argue that the average high school is, in a large degree, a failure. It is a lamentable fact to be acknowledged and faced, a fact demonstrated by the small number of graduates, by the preponderance of girls among those graduates, and by the present widespread and

well-founded agitation to stop the economic and moral waste of youth between fourteen and eighteen years of age.

"The high school fails because, having been created to give intellectual, moral and industrial sustenance to the people, it has been commandeered to feed the colleges; it fails because, having been established as the crown of the common school, it has become the tail of the university kite; it fails because, having been subsidized to solve complex educational problems of adolescence, it has, in part, wasted its energies upon cramming a few pupils for the artificial, and, to my mind, outrageous demands of college extrance papers."

That may be a pretty strong statement, but there is altogether too much truth in what the writer says. The average college professor may know how a subject should be taught in college or what subjects should be studied there; but he may not be a good authority on what should be taught in the high school or how it should be taught. It is true that many boys do not go to college who might go and who ought to go; but we have to face the fact that most of those who enter the high school will not go to college and that the work there will be the end of their education, so far as schools are concerned. In all fairness those boys should be considered even more than the few who will enter college. And one thing the high schools need is a declaration of independence against the iron clad restrictions imposed upon them as to studies and methods by the university authorities. The university is a part of the educational system of the State, but there is no good reason why it should dominate the system with the power that is almost despotic.

In closing permit me to indulge in a few general remarks something as the lodges have a few words "for the good of the order" at the close of the session.

When the boy drops out of school, it is often more the fault of the parents than the child. It becomes necessary therefore for the teacher who is seeking to remedy this evil to reach the home as well as the boy. The indifferent teacher may say "it is none of my business what the home life of the boy is; I am not hired to look after conditions there." That is, however, a narrow and selfish view to take. It is often possible by a little earnest and tactful work with the parents to save to the school life a boy who is just ready to quit and that is surely worth while.

The teacher is a sort of mind doctor; and he does not want to prescribe the same sort of remedies for all sorts of disease. It is only a patent medicine vender who would pre-

scribe the same remedy for measles and scarlet fever; and so the mind doctor must study the symptoms of the child and prescribe accordingly.

Every boy has a hero of some sort; perhaps it is a Jim Jeffries rather than Theodore Roosevelt. If so, the aim of the teacher should be to try and substitute for the Jeffries sort of hero one of the Roosevelt sort.

We ought to teach the boys that it is better to be a full grown man rather than a runt; and we ought to warn them against the things that stunt their growth—physical, mental and spiritual. And we have no right to neglect the spiritual idea. Whether in city or country, there are plenty of influences at work to make rowdies out of boys; the teacher ought to furnish some potent influence that will help them to be clean, manly men, gentlemen in the highest sense. Too many mothers are asking "where is my boy tonight"; the teacher may help stir in the boy's mind an interest for better things so that this sad question will not need to be asked.

We ought to strive to help our boys to get a glimpse of the sunlight of opportunity on the mountain peaks of life.

The boy of today will be the man of the future; and we ought not to look merely at the boy who is but the man who is to be, the future father and citizen. Is it not worth while to help him and save him? The diamond in possibility may lie in your hands in these freckled faced youngsters who give you so much trouble. Do not cast the refractory stone on the rubbish heap; try to trim it and cut it so that it will be a diamond instead of a worthless piece of rock, a diamond that shall hereafter be a star in your crown of rejoicing.

* * *

THE SAN MATEO SCHOOLS IN MAY DAY FESTIVAL

Professor Geo. W. Hall who has conducted the schools of San Mateo City for many years, organized and carried to success the flower festival. He was ably assisted by Miss Vera Emerson, Miss Anna T. Haley and other teachers, and more than three hundred children .

Dr. Morris E. Dailey of the San Jose Normal, Superintendent of Schools Roy W. Cloud, Dr. Frederic Burk of the San Francisco Normal, and Mrs. A. McKenzie of the San Jose Normal, who introduced this character of work on the coast, attended the festival exercises, and expressed their approval of the manner in which it was conducted.

The Western Journal of Education

Official Journal of the Department of Public Instruction

HARR WAGNER Managing Editor.
EDWARD HYATT, Supt. of Public Instruction, Editor of Official Department.

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Editorial

A GOOD RESOLUTION

The Scholia Club adopted resolutions at the May meeting recommending that all mathematical courses in the high schools should be made optional. A few school systems, notably Chicago and Berkeley, have already taken some steps in this direction.

The Scholia resolutions were adopted after a vigorous paper by D. R. Jones showing that the mathematical courses of the schools have little or no relation or bearing to the mathematical work of life and that if it is impossible at present to break the pedantry which requires their continuance, they should at least not be made "sine qua non" to graduation.

The voice of the formalist was of course heard protesting that we need mathematics in school in order to give the pupils something hard to do. But, as Superintendent A. B. Anderson pointed out, the high schools may profitably substitute for the "hard" useless problems of mathematics some of the "hard" useful problems now confronting this nation—the question whether the State or individual capitalists should own and control the national resources, the questions of forms of municipal government, ship subsidy, the financial opportu-

nities which the Panama Canal will open up, the issues of "insurgency" and "standpatism," the development of California's natural resources, etc.

Yes, those questions are harder than mathematics, and their by-product is intelligence and not brain-fag. At recess times let this youth of the land repair to the shed and buck wood; this process also leaves an accruing residue. If time still hangs heavily upon their hands let them tackle the problem of how to rescue the school system from the death clasp of the mummified pedants. The latter is harder than bucking wood.

* * *

GOING TO THE TOP IN EDUCATION

The Itch of Ambition

One of the pitiful spectacles of the school business is the case of the young fellow who wants to go to the top. Where is the top? He holds a job of some kind but according to the current theories which are circulated it is borne in upon him that it is his duty to unbuckle himself from said job and go East or to Germany for a doctor's degree in pedagogy. Some of the young men of this type are, of course, fools by indigenous design and it matters little to the schools where they go, provided only that they go, but many of them have perfectly normal minds and become fools only by pressure of the surrounding pedagogic snobbery. Welland Hendrick in his invaluable History of Education, recently issued, describes the process of manufacturing pedagogical doctors in these degree factories: "This procedure is to take a large body of students and ignoramuses alike, and hypodermically inject into each one, several times a day, three magic serums labeled psychology, history and principles of education, and methods. It is now beginning to be recognized that the ignoramuses cannot by such means be converted into intelligent instructors, and also that too much of the serums deadens the faculties of the students."

The Thirst for Strong Drink

Hendrick certainly tells the truth about the serums and their effects but it is doubtful that the fact is being recognized for the pilgrimages to these meccas still continue. Hendrick himself points this out in his admirable chapter upon German education (page 28) as follows: "In the German universities there are men from all over the world and Kansas who have

failed at home to teach a common district school or manage a class of ten-year-old boys. They go back after getting a degree, and become college professors, instructors in pedagogical schools, and superintendents and supervisors of teachers. They say it is the beer that does it."

And right here is where the sad part of it all comes in. When these young fellows come back they are no better able "to teach a common district school" than when they started upon their pilgrimage. Indeed, they are far less able. Nevertheless they are quite able to run a department of pedagogy or psychology in a university or normal school, at two to four times the salary and at one hundred times the bloat of dignity and dog. The object of pity is the school. The promising young fellows who might have solved the school's problems have unfitted themselves for the task. Studying pedagogy is a paying thing for the fellow with an itching ambition, so far as glory is concerned, but it is playing the devil with our schools.

The Rubber Elephant and the Pin

And why do men study pedagogy? Why, that is simple; it is to be dubbed "doctor" and to speak the language "pedaguese." The term "pedaguese" has been invented to fill a long felt want by our friend Mr. Hendrick in his chapter upon "Modern Education." As to its cause and origin (page 51) he thus relates: "The teachers long for a time when their business shall be recognized as a profession. To this end many of them feel they must magnify their calling and confound the uninitiated with the wondrous technicality of language. It is but natural. They 'must' invent such a language whether or not there are ideas to justify it. They have invented it. It is pedaguese."

It is needless, it would seem, to offer samples of pedaguese for teachers who attend institutes and listen to addresses by pedagogical doctors know to their cost what it sounds like. No one, not even the adept utterer thereof, knows more, least of all knows what it means. But Mr. Hendrick offers a number of samples with comments. The following will serve to illustrate:

"Upon what basis shall the agency of formal education select the experiences that are to function in modifying adjustments?" (page 51 of Educational Process).

Mr. Hendrick comments upon the above as follows: "This typical sentence illustrates a remarkable feature of the lan-

guage; namely, its peculiar interchangeability of words. For instance, as we are assured by one of the most learned pedaguese scholars in the United States, including Guam, the expression 'experiences that are to function in modifying ad-justments,' means the same as the adjustments that are to modify in functioning experiences, or the functions that are to adjust in experiencing modifications, or the modifications that are to experience in adjucting functions."

Oh! Shades of Dr. Bailey and Dr. Suzzalo and the others that have climbed the golden stairs of pedagogic success, or of the blessed brethren still lingering in our humble midst.

The Men at the Helm

Who are the fellows who are really running the school system—the fellows who went away to take serums or the fellows who did not? Some of these young fellows who stayed by their jobs bought augers and bored holes into said jobs to see what they are made of—Barr, Bunker, Kaufman, Wood, McLane, Helms, Sheriffs, to offer, offhand, a few examples of city superintendents in our midst. This is a type of fellows, as an almost exclusive rule, who are steering education today. They are the helmsmen because they are the only ones who know anything about schooling. The fellows who have been away drinking pedagogic drivel are merely able to talk, in a language which we and they do not comprehend, about what these workers have done or are going to do. There are seeming exceptions to this rule, such as Snedden, for example, but Snedden stuck by his job in the school until he learned enough to be immune to pedaguese.

The moral is that the young fellows who itch with ambition should stick to their job itself. By this is not meant to rest upon the job. Dig into it, bore holes into it, make good in it, deliver the goods from it and then leave it to take a little larger job that you will subject to the same treatment. There is no finer educational college than a well worked job. If you take the degree of B. L. (Best Licks) from this college the world will want you even if you can't speak pedaguese.

A Story Without a Moral

We once had as a chum a farm boy who subsequently became an American bunco steerer, and therefore, rich, powerful and respected. It is needless for the purposes of this tale to state what particular line of bunco he followed—medical, legal, theological or pedagogical. He met us once and gen-

erously took us to lunch in the name of old times and he talked confidentially. He said he wished at heart he were back upon the farm, milking kicking cows.

We laughed. What in the whole gamut of earthly desirables was there that he did not have.

Respect," he replied.

We laughed again, and genuinely, for the world in which he lived was prostrate in its respect.

"Oh, I know what you mean," he said, "but there is one kind of respect that I would milk a cow once more to have."

"What, pray is it," we asked.

"Self respect," he said wearily as he paid the bill and tipped the waiter.

A Free Advertisement of a Worthy Fool Killer

Some stray readers may want to read Hendrick's "A Joysome History of Education (complete in one volume). If so send 35 cents to The Point of View, Nyack, N. Y. It is worth the price in homely truth and wholesome laughter. You can laugh twice at the same thing—once for your own contentment in your ignorance of pedaguese and once for the good of your school because you are ignorant.

* * *

THE SAN JOSE SYSTEM

In the last issue of the "Journal" San Jose was inadvertently included in a list of cities which, it was suggested, might profitably consider the advisability of adopting a civil service system of appointing teachers similar to those now in vogue in San Francisco, Los Angeles, Berkeley, and Sacramento. San Jose, under the policy of Superintendent Sheriffs, adopted a civil service system two years ago and has since successfully maintained it. In the San Jose plan there is a preliminary examination by the Advisory Council, made up as we understand it of the superintendent and school principals, and those who pass a test not less than 75 per cent are eligible to appear before the Board in an oral examination. The fifteen applicants scoring the highest marking in these live tests constitute the Eligible List. When a vacancy in the school department occurs the superintendent may nominate a candidate upon this Eligible List and the Board may accept or reject. If the nomination is rejected the superintendent may suggest another name.

DEPARTMENTS OF EDUCATION

The Departments of Education of Stanford and of the University of California have greatly strengthened the departments during the past year. The members of the educational faculty at Stanford are as follows: Ellwood Patterson Cubberley, Professor; Percy Erwin Davidson, Rufus Clarence Bentley, Lewis Madison Terman, Assistant Professors; Morris Elmer Dailey, Lecturer; Frances Elizabeth Short, Edward Samuel Evenden, Assistant. University of California: Dr. A. F. Lange, Dr. David P. Barrows, Dr. R. G. Boone, C. E. Rugh and T. L. Heaton, Lecurer, are the men who have charge of the Department of Education.

* * *

THE MEETING OF THE STATE BOARD OF EDUCATION

The State Board of Education met June 7th at Sacramento. The members were all present with the exception oi President Wheeler and Governor J. N. Gillett. The Board transacted the routine business and then adopted McClymonds' and Jones' Advanced Arithmetic, published by the American Book Company. The Board also appointed "Readers" on texts in Language and Physiology.

Duncan MacKinnon, President of the California Council of Education, appeared as the representative of Leroy Armstrong and ten thousand teachers. He presented a petition signed by six members of the executive committee asking that the "Sierra Educational News" be made the official journal. President MacKinnon made an adroit speech and waved the big stick with agility of tongue and limb. The crux of the situation was apparent.

Mr. MacKinnon was certainly Mr. Armstrong's haruspex. He emphasized the fact that the teachers of San Diego did not read the two copies of the official journal sent to the beautiful city of San Diego.

Harr Wagner, the editor of the "Western Journal of Education" agreed with Mr. MacKinnon that wide publicity of educational problems was desirable.

He emphasized the fact, however, that the "Sierra News," subsidized by the various teachers' associations to the extent of 75 cents for each member, was in a better position to work for the educational advancement of the teachers than if it were required to comply with section 1521 of the Political Codes. That the designation of the "Western Journal of Education" should not be repealed unless it had failed to meet

the requirements. The designation should not go to an organization on account of financial benefit to the organization, but that designation should go to the journal that represented the highest educational interest of the State, not from the viewpoint of the teacher, but from the view of the school trustees. The necessity to secure funds to pay Mr. Armstrong's salary of $3,000 per year and traveling expenses, represents a personal and private interest to a greater extent than where the subsidy is used to give an equivalent to the school trustees of California. The "Western Journal of Education" represents no cause but the cause of educational truth. It represents no organization, but its columns are free to every organization that works for educational and civic betterment. It represents not men but measures. It is not the organ of the California Council of Education. It is the organ of the people.

The Board then went into executive session. A motion to designate the "Sierra News" as the official organ was lost. Secretary Armstrong is not an haruspex.

* * *

EDUCATIONAL LITERATURE IN RECENT PERIODICALS

By Charlotte Casey

Abbot, J. M. Use of the different materials in the kindergarten. Kind. Mag., 23.274, May, '10.

Aldrich, L. The British school system. Pop. Educa., 27.297, Apr., '10.

Armstrong, J. E. Advantages of limited sex segregation in the High School. School Rev., 18:339, May, '10.

Bailey, T. P. Vacation schools. Journ. of Ed., 91:522, May 12, '10.

Baker, B. Decoration of schoolrooms. Journ. of Ed., 71:514, May 12, '10.

Benson, A. C. Humanistic education without Latin. Liv. Age, 46:737, Apr., '10.

Chancellor, W. E. Spelling (paper two). Journ. of Ed., 71:517, May 12, '10.

Claxton, L. Suggestions for May Day. Kind. Mag., 23:285, May, '10.

Cooper, C. S. College men and the bible. Cent., 80:145, May, '10.

Davis, B. M. Agricultural education. El. Sch. Teacher, 10:376, Apr., '10.

Field, J. Educating the country boy and girl. Journ. of Ed., 71:481, May, '10.

Gard, H. Autobiography of a country school teacher. Worlds Work, 20:12957, May, '10.

Hindsdale, E. C. First American students in Germany. Dial, 48:187, March 16, '10.

Kellerman, I. The denominational college. Pop. Sci. Mo., 77:358, April, 10.

Keyser, L. S. How to teach ornithology. Journ. of Ed., 71:515, May 12, '10.

King, I. Professor Munsterberg's conception of the problem and content of educational psychology. School Rev., 18:246, April, '10.

Maclaurin, R. C. Science and education. School Rev., 18:319, May, '10.

O'Shea, M. V. Influence of dress upon the behavior of pupils. Prim. Educa., 18:185, April, '10.
Prichett, H. S. Spirit of State Universities. Univ. of Cal., Chronicle, 12:93, April, '10.
Rogers, J. M. What is wrong with our public schools. Lippincotts, 85:741, June, '10.
Tobey, E. N. Leading school of tropical medicine. Pop. Sci. Mo., 77:337, April, '10.
Van Sickle, J. H. Provision for gifted children in public school. El. School Teacher, 10:357, April, '10.

* * *

THE NATIONAL EDUCATIONAL ASSOCIATION

The N. E. A. will meet in Boston July 2-8. The program has been completed. It offers a large and varied selection of educational lectures and discussions by representative men and women. The following is the program of the general sessions:

Monday

This Session will be held in the Stadium of Harvary University, Cambridge.

Address—Honorable Charles B. Aycock, Raleigh, N. C.

Address—David Starr Jordan, President Leland Stanford Jr. University, Palo Alto, California.

Address—The president of the United States, William H. Taft.

Tuesday

Annual Presidential Address—James Y. Joyner, State Superintendent of Public Instruction, Raleigh, N. C., President of the National Education Association.

Memorial Address on Dr. William Torrey Harris—James M. Greenwood, Superintendent of City Schools, Kansas City, Mo.

Wednesday

Criticisms of the Public Schools by the Laity—James W. Crabtree, President of State Normal School, Peru, Nebr.

Effect of Electives Chosen in College—A. Lawrence Lowell, President of Harvard University.

The Value of Demonstrative Methods in the Agricultural Education of the Rural Population—H. L. Russell, Dean of the College of Agriculture and Director of Experiment Station, University of Wisconsin, Madison, Wis.

Thursday

Public Health and Public Education—Luther H. Gulick, Russell Sage Foundation, New York City.

Universal Education and International Peace—P. P. Claxton, University of Tennessee, Knoxville, Tenn.

Training for Teaching—Miss Emma L. Johnston, Principal of Training School for Teachers, Brooklyn, N. Y.

Friday

The Value During Education of a Life Career Motive—Charles W. Eliot, President Emeritus of Harvard University, Cambridge, Mass.

Education of Women for Home-Making—Mrs. W. N. Hutt, Chairman of Woman's Branch of the Farmers' Institute Work of North Carolina, Raleigh, N. C.

Western School News

Meetings.

The California Teachers' Association will hold its session December, 1910. A. Roncovieri, San Francisco, Pres., L. E. Armstrong, Oakland, Cal., Secty.

Northern California Teachers' Association, G. W. Moore, President, Colusa; Delia D. Fish, Secretary, Red Bluff.

Central California Teachers' Association, E. W. Lindsay, President, Fresno; Margaret Hanson, Secretary, Visalia.

Southern California Teachers' Association, A. S. McPherron, President, San Bernardino; Mark Keppel, Secretary, Los Angeles.

National Educational Association, J. Y. Joynor, South Carolina, President; Irwin Shepherd, Secretary, Winona, Minn. 1910 meeting, Boston, July 2-8.

"Camping in the Redwoods" sounds attractive to the teachers of the State. Write to R. G. Bailey, Box 67, Guerneville, Cal., for particulars of one of the most beautiful and inexpensive places in the State.

* * *

The Ringnalda Normal Institute, 237 Oak Street has prepared successfully more than four hundred applicants for teachers' certificates. He is one of the ablest teachers in the State in getting results on accurate text book knowledge. For terms write or call on Ringnalda, 237 Oak street, San Francisco.

* * *

Miss Gertrude McGaw, vice-principal of the Lodi Schools and one of the most successful teaches in the State, has resigned and will locate in Berkeley.

* * *

The Northern California Teachers' Association will meet in Redding November 14th to 17th. Miss Lulu White will have charge of the arrangements.

* * *

Allison Ware of the San Francisco State Normal School has tendered his resignation in order to become a candidate for the nomination of Superintendent of Public Instruction before the republican primaries.

* * *

T. H. Kirk who is a candidate for nomination of Superintendent of Public Instruction on the Democratic ticket, has been a superintendent of schools an institute instructor and a man of varied experiences in the State. He is not a relative to Thomas J. Kirk, deceased, formerly Superintendent of Public Instruction.

* * *

Samuel T. Black, President of the San Diego State Normal School, has resigned, and the Board of Trustees elected Edward L. Hardy to succeed him. Mr. Black accompanied by his daughter will make a tour of the world. President Hardy is a graduate of La Crone, Wis. High School, L. B. Degree from the University of Wisconsin,

1893. He has taken graduate work in History in the University of Chicago; he was for a number of years Principal of the Illinois High School, and has been at San Diego since 1906. He is a married man and is 41 years of age.

* * *

Frank J. Browne, formerly Superintendent of Public Instruction of Washington and for some years a teacher in the San Francisco School Department, is a candidate for the republican nomination for City Superintendent of San Francisco.

* * *

C. L. McLane, City Superintendent of Fresno, who has arranged for a Junior College for the graduates of the high school to begin in September, has now arranged for a Junior Normal. He has addressed a circular letter to all the high school pupils in the San Joaquin Valley offering tuition at $40 per year. The aim will be in the Junior College to meet university requirements, and in the Normal class to meet the requirements of the State Normal Schools.

* * *

The Board of Education of San Francisco has adopted a new salary schedule which materially increases the salaries of second, third and fourth grade teachers and teachers in the high schools.

* * *

Benjamin Ide Wheeler is visiting Eastern cities with a view of securing men for various vacancies in the university faculty.

* * *

The magazine "Education" will observe its Thirtieth Anniversary during the week of the N. E. A. meeting in Boston, July 4th to 9th. Light refreshments and some free literature will be furnished to the friends of the magazine and to all who wear N. E. A. badges, at the home office, 120 Boylston street, room 218, daily during the week, from 9 a. m. to 5 p. m. except Saturday.

* * *

C. E. Mervin, 76 years of age, has been granted a year's leave of absence from the Oakland School Department. Mr. Mervin will make a visit to China and Japan.

* * *

The use of school buildings and school grounds is a live subject today. Our educational plant is not working full time and "meetings in the school house" are necessary to keep up the true public spirit.

* * *

Jubilee Day, commemorating the Fiftieth Anniversary of the founding of the University of California, was observed with appropriate ceremonies on May 17th. Class re-unions, parades, literary and dramatic entertainments were special features. President Hadley of Yale delivered the principal address.

The Summer Session of the University of California will be held from June 20th to July 30th. Dr. Richard Burton, the poet and scholar, will be one of the chief attractions.

* * *

Dr. E. C. Moore of Los Angeles will deliver the address to the high school class in Fresno on June 9th.

* * *

Miss Alma Patterson, a graduate of Stanford University and former member of the faculty of the State Normal School at San Francisco, has been added to the Berkeley school department by the Board of Education in the capacity of supervisor of elementary schools at a salary of $1,800 a year. She will have active supervision over the lower grades under Superintendent Frank F. Bunker. Miss Patterson is known as an authority on school matters pertaining to the lower grades, and she recently received a degree from the Teachers' College of Columbia University, New York. August 8th was set as the date of the opening of the schools for the term 1910-11.

* * *

Professor Walker of the Anaheim High School resigned because four of his assistants were not re-elected by the Board of Trustees.

* * *

The San Francisco High School Club held a meeting Monday, May 23d, to consider the practical means to get more pupils along to the eighth grade and high school and at an earlier age. At the April meeting, Mr. Barthel's figures on the proportion of the pupils reaching the Eighth Grade showed San Francisco far behind the average of over 300 Eastern cities, as tabulated in the recent volume of the Russell Sage Foundation, entitled "Laggards in the Public Schools." Mr. De Bell's statistics of one school showed First Grade classes averaging 1 1-3 years too old, and Eighth Grades nearly 2 years. The Superintendent's Report for 1908-1909 bears this out.

* * *

Hugh J. Baldwin of San Diego visited San Francisco recently to arrange for a delegation to attend the N. E. A. in the interests of securing the convention in San Francisco in 1911.

* * *

The faculty and students of the State Normal School of Manual Arts and Home Ecomonics held an informal reception at the Anna S. C. Blake Memorial Building, Santa Barbara, Thursday evening, May 26th.

A POPULAR CALIFORNIA SONG

"California, Queen of Old Columbia" is the most popular song for California schools yet published. It has been recommended by many of our best musical and literary critics. Price, 10 cents. Address Mrs. Jennie L. Thorp, Healdsburg, Cal., or The Whitaker & Ray Co., 770-776 Mission street, San Francisco.

C. N. Shane, Superintendent of Placer County, has been elected to the Oakland School Department at a salary of $2,100 per year.

* * *

Tuolumne County held its Teachers' Institute in Sonora May 10th, 11th and 12th. About sixty teachers were in attendance at the sessions. The lecturers were Mrs. Edna Oer James of Stockton, Mrs. L. V. Sweesy of Berkeley, P. W. Kauffman, superintendent of schools of Pomona, and Hon. Geo. L. Sackett, secretary of the State Text Book Committee. Superintendent Kauffman, in particular, won the hearts of the people of Sonora by his kindly genuine manner. Mr. Sackett was a general favorite and his discussion of the teachers' retirement fund found ready listeners. On the law relating to schools in California, Mr. Sackett is indeed a text book himself. Mrs. James delighted her audience and Mrs. Sweesy injected energy into her singing and now every "school marm" is huming "Rover, Rover" or playing "patty cake" to the accompaniment of their recollections of her instruction.

Resolutions appreciative of State Superintendent Hyatt's methods and work were passed by the institute. Superintendent Hyatt became a general favorite here during his visit to us a year ago and much regret was expressed at his non-attendance this year.

Hon. Geo. L. Sackett's work for the good of education generally was highly commended in a resolution.

Usual resolutions of respect and thanks were tendered speakers, the donors of flowers, etc., but the one particularly endorsed by the institute was one promising political and moral support to G. P. Morgan, who is now the oldest (in point of service) county school superintendent in California.

The officers of the institute were G. P. Morgan, president; William Inch and Miss M. A. Fahey, vice-presidents; Dan E. Williams, secretary.

* * *

PICTURES FOR SCHOOLS

If our pupils from the primary grades to the university can be surrounded with copies of the great masterpieces—if the teachers will illustrate by these pictures what constitutes a good building, statue or painting, we may hope for a possible future in American art.

Libraries are co-operating with the schools in this work and the California Library Association has prepared an annotated list of five

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hundred well known pictures representing masterpieces in architecture, sculpture and painting.

This list has proved helpful to many schools and libraries throughout the country, but a wider publicity should be given and the attention of all teachers called to its suggestiveness.

The list may be secured by application to Anna McConnell Beckley, Chairman C. L. A. Picture Committee, Public Library, Los Angeles, California.

Twenty-five cents a copy with discount on orders of ten or more. Eighty-two pages.

* * *

SCHOOL ROOM DECORATION

Miss F. Soule Campbell, the artist, has recently copyrighted and issued prints of Joaquin Miller, Ambrose Bierce, Professor Le Conte, Theodore Roosevelt, Mrs. Eddy and others. These prints sell for from $1 to $5. They are the most beautiful, most artistic and most appropriate prints for school use that have ever been issued.

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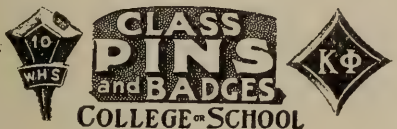

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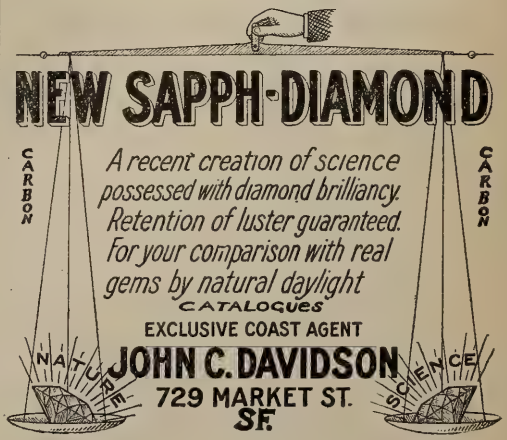

BOOK NOTES

"What and How" by Anna W. Henderson and H. O. Palen, Milton Bradley Company, publishers.

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* * *

"Barnes' First Year Book," by Amy Kahn. Price 30 cents. The A. S. Barnes Company, publishers.

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* * *

"Education Through Music," by Charles Hubert Farnsworth, Adjunct Professor of Music, Teachers' College, Columbia University. American Book Co., publishers. Price $1.00.

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Little Talks by the Way

By EDWARD HYATT

(Under this head Superintendent Hyatt will try to give some account of what he sees and hears and thinks in traveling about officially among the schools of California. It will deal with personal experiences, and so may look egotistic. It will be subject to frequent change of opinion, and will seem inconsistent. It is done as a free and easy means of communication between the school people of the State and the central school office. If it provokes retort or comment, that will be printed, too, provided that it be brief and interesting.)

The Days of June

June is the month of Commencement Days. It is a riot of roses and lilies, white dresses, valedictories, salutatories, class prophecies, all jumbled up with anxious teachers, crazy kids and fond parents bursting with pride.

What is so rare as a day in June? Now it is July, the fever is over and I shall try to catalogue the Commencements I have seen.

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San Mateo County

The first was the Sequoia Union High School at Redwood, the county seat of San Mateo County. The principal is S. P. McCrea and he has about 100 pupils, 11 of them in the graduating class. The diplomas were presented by Mr. Behrens, of the high school board. This is one of the tidiest and handsomest little high schools in the State. It has a

fine new building and plenty of teachers. It pays generous salaries to its teachers, too; $2200 for the principal.

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* *

In the Foothills

Lincoln is in Placer County, just where the valley plain begins to swell upward into the Sierran foothills. Its great industry is the working of clay. It has the biggest clay-working plant west of Chicago, great buildings one thousand feet long, a dozen smoke stacks belching blackness on the sky, half a thousand workmen, ranging from common laborers with pick and shovel up to a roomful of skilled Italian and German artists, modeling and designing the forms for the wares.

Near the works is a vast hill of yellow sedimentary clay, mixed with layers of sand and covered by a lava cap. There is apparently enough of this one deposit to meet all demands for thousands of years. It is mixed with common adobe and with other clays brought in by rail to produce particular colors or kinds. The output of the factory is pressed brick, drain tile, terra cotta chimney pipe, flower pots, roofing, building tiles, and ornamental blocks for steel buildings. The fuel is crude oil, but before coming to this, the country for many miles around was denuded of all timber, for wood.

The clay industry is a coming interest of greatest importance. As our lumber gets scarcer and finally disappears, more and more will clay, tiles and cement be used as a building material. Really it is a moral thing for cities to prohibit the use of wood as an outside building material. It makes for the safety of human life and it prolongs the life of the forests. Every great fire in a city wipes out a great forest somewhere. Even in a small city like Sacramento there is hardly ever a day without a fire alarm.

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High School Brass Band

Professor Hohenshel, the principal of the Lincoln High School, has organized a full fledged band of twenty-two pieces from his boys and girls. The big tuba horn is blown by a girl. There are big children and little children in the band, and under the teacher's direction they discourse most eloquent music. They gave a concert to open the commencement exercises.

I can see that Hohenshel utilizes this band for a purpose. It is a means of organization, of discipline. It provides a place for surplus energy and enthusiasm to spend itself. It binds the school together and gives the students a common interest. It is a breath of life that animates the whole organization. I find wise teachers everywhere using many different activities in this way—industrial undertakings, athletics, literature, agriculture. There's something in it. You can't find it in books. It's an unwritten law. I can only hint at it.

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The Lincoln School

The school is new, only three years old. It is conducted in a handsome cottage, waiting for a new $20,000 building, for which the bonds have just been sold. No full graduates are ready yet, but a class of seven completed a two-year commercial course, and received certificates therefor. The clerk of the Board is Editor Sanders, and he is willing and indefatigable in his efforts for the good of the school.

What a fine opportunity there is here for shaping the high school somewhat after the prevailing industry, toward which so many of the young people look for their life work. Drawing, modeling, chemistry, physics, how well they could be modified and adapted to the clay working business. How they could be made to illumine and enrich the lives of the boys and girls who must depend upon the clay in future. Even now, as soon as school is out, all the boys who want a job can find employment at the works.

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Red Bluff

The Red Bluff High School held its closing exercises on the evening of June 3d, in their splendid Opera House. There were fifteen graduates. The diplomas were presented by H. S. Gans, one of the most enlightened and efficient high school trustees of the State. The ceremonies were in charge of Paul G. Ward, the principal of the school. The Red Bluff News gave a remarkable write up of the occasion, occupying the front page and embellished by fine portraits of every one of the graduating class. This uses up a good deal of space and costs some money, but it is a fine thing for a local paper to do. It dignifies the school and makes it seem more worth while to the pupils themselves and to the community.

This high school is gradually adding industrial work to its curriculum. Woodwork has gone in during the past year, in direct charge of Principal Ward. He purchased some tools, only about a hundred dollars' worth, perhaps; and set to work with his boys to make the benches and other things needful. At the close of the year, a handsome exhibit was displayed in one of the local stores, Morris chairs, roll top desks and the like, beautifully made. There is something to think about, this gradual introduction, in a simple and common-sense way, by a master who loves the work and understands boys. There is danger of getting stylish professional notions of these things that stand between the pupils and the real objects aimed at. Next year the school proposes to bring in metal work in somewhat similar fashion.

Early on the morning after the principal started for the high mountains; the Latin teacher started to Europe; the commercial teacher to New York; the literature teacher to Humboldt; and so runs the world away for vacation.

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Sacramento High School

Principal Frank Tade of the Sacramento High School held his Commencement Exercises in the school auditorium on the evening of June 22d. The school house is new and beautiful, comfortable, commodious and well kept. It cost about $300,000. The graduating class numbered 74, one-third of them boys. The large hall was filled to overflowing of proud and happy people and hundreds were turned away unable to get within hearing distance.

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Chico Normal

The State Normal School at Chico closed on Friday, June 17th. The class of graduates numbered 56. There is a larger proportion of men students here than at any other normal school in the State. The occasion was supplemented by the dedication of a splendid new training school, costing $30,000. Shakespeare's play of Twelfth Night was presented by the students on the eve of graduation, with great eclat and success. The whole town was delighted. Everybody was loud in its praise. It certainly was a worthy and useful and successful enterprise, one that strengthened the school and im-

proved the individuals who took part in it. It is highly to be commended to any school, this taking of a decent piece of literature and spending time and thought and energy in translating it into action and word of mouth. This is really experience to the youngsters who engage in it. They really feel the emotions and live the life that they are endeavoring to portray. How vastly important it is to them that there shall be some worth and dignity in the play they undertake!

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At San Jose

The San Jose Normal School held a combined commencement and dedication on the evening of June 23d. The exercises were outdoors, at 6:30 o'clock, so that they were in the daylight. Moreover, they were so brief and so diversified that no one could get tired. No speech was over five minutes. The diplomas, 216 in number, were delivered with rapidity. There was a little talk from Mr. Ashbrook, a gray haired graduate of the class of 1864; another from C. W. Childs, of the class of 1867, and formerly the president of the school; and another from John J. Jury, a later graduate. There was a quartet of old graduates to sing; a presentation of a section of frieze to the new school by the graduating class, represented by Bernice Budlong; songs and choruses by the graduating class under direction of Miss Fisher; a march to the quad of the new building by the students followed by the 3,000 spectators. The function closed with the singing of a dedicatory song in the shadow of the tall tower, the solemn chiming of the bell and the flinging out of long lines of flowery garlands from the upper arcades.

More and more these large school ceremonies are coming to be held out of doors. And why not? The ventilation is fine. Nobody goes to sleep. You don't have to breathe the stale fumes of garlic or whiskey. Orators dare not be long or prosy or the people won't listen. California has a large and handsome outdoors, and it is a good thing for us to learn how to use it.

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In the Southland

After the evening exercises at San Jose President Daley took me down to the train, the famous "Lark" that flies all night—for the Los Angeles Normal School was to have its

exercises the next morning at ten o'clock, nearly five hundred miles away. I climbed aboard and went to bed—and waked up next morning amid the smiling bean fields of Ventura. At 9:30, right on the dot, the long train rolled in to Los Angeles. I hurried up to the Temple Auditorium, the largest meeting place in the city, and joined the procession marching in. There were 215 graduates, 7 of them men—as against 216 with 8 men at San Jose, the night before. Dr. Millspaugh was the master of ceremonies. The address of the day was delivered by Prof. E. C. Moore, and it was a polished and scholarly talk; moreover, it was thoughtful and helpful. There was a great audience assembled to hear it.

Thus, within the space of 36 hours, I had officially attended three Commencements—Sacramento, San Jose, and Los Angeles—more than 700 miles apart—and had met some eight thousand people. 'Tis a great and wonderful State, this California.

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* *

For the Desert People

Traveling on the train the other day I happened to meet Mary Duff, and she was telling me about her lively experiences teaching in Sutter County a year or two ago. She was teaching the Farmer District when the high water in the river began to threaten the levees. She saw nothing unusual herself and would have taught serenely on. But one day at 4 'oclock the trustees told her she'd better not have school tomorrow.

Next day at noon that school house was washed away and broke to pieces in the angry flood. Furniture, books, apparatus, where were they? Had the school remained in session one day longer, it would have been a catastrophe. Many must have drowned.

There was no more school in that district. But another school near Knight's Landing, 25 or 30 miles away, had no teacher; so Miss Duff embarked on a launch, went down and opened school without the loss of a single day.

Some time after, one of the pupils of her new school came in the morning and asked:

"What color was the ceiling of that school house of yours?"

"Blue," replied Miss Duff.

"Well, it's over in our back field," eagerly exclaimed the boy.

That will seem a strange condition to many of the youngsters of this imperial State.

Book Man's Story

The book men are bright, keen fellows. They are very observing; but they don't always tell all they see. A very clever one told this true story in my hearing the other day and guaranteed every word of it:

"I was visiting a primary school some time ago in a certain city beyond the Rockies, which I shall not name just now. The teacher was putting some sentences on the board for the children to copy, among them some like this: 'i like to ride the horse.'

"I looked at her for a long time. She was evidently doing it intentionally, not through a mistake. Finally I spoke to her apologetically and said: 'Now, I hope you will excuse me if I ask a question for information. It is in no spirit of criticism, I assure you, but really, if you will pardon me, I would love to know why it is that you write that small i in this manner for these little children to copy?'

"She looked at me in some surprise at my ignorance of their methods. 'Why,' she said, 'we do not teach capitals till the Third Grade.' "

Doesn't that beat the Dutch? It grows on one the longer he thinks about it. It is a text for a sermon on how we are prone to let our methods run to seed.

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* *

Schoolmaster Made Good

Donahue is the district attorney of Alameda County. He was formerly a schoolmaster. Alameda is one of the largest, most populous and most difficult counties in the State. It lies directly across the bay from the great city and contains within its borders Oakland, Berkeley, Alameda and other cities. Emeryville, the old race track rendezvous, is there.

Consequently, when the big fight promoters undertook early in the game to arrange their degrading show in Alameda County, everything was lovely for them apparently, with the geese honking high. But they struck a snag in Donahue. His courage, his outspoken warning, his readiness settled the thing in a jiffy. They dared not tackle the vigorous schoolmaster with the Irish name. That was the end of it.

A few years as a teacher seems to be a splendid preparation for any other station in life. It throws one on his own resources and makes him ready for anything.

State Board of Health

KEEPING WATER PURE AND THE WOODS SWEET AND CLEAN

The closing of California schools will set an army of 10,000 teachers in motion. It is a time of home going, of business trips, and recreative travel. Several regiments, numerically speaking, will retreat to the mountains and forget care there where it is quiet and cool and airy and things look green and far away.

If these fortunate thousands were to travel in military order they would be accompanied by a sanitation corps. No one would be allowed to drink from the streams until the water was examined and pronounced safe. In making camps they would be safeguarded against the peril of the fly. For the fly is mightier than the bullet, as was proven in our war with Spain.

In the absence of military supervision the safety of the scattered armies of civilians who camp along California streams in summer lies largely in the hands of educated and public spirited individuals. Herein there is opportunity for the person with a faculty for quietly setting things in motion. Sometimes a chat with some natural leader will be sufficient to start expeditions of stream inspection and informal movements for better camp sanitation.

The following statement recently issued to vacationists by the State Board of Health is intended to suggest ways and means by which campers can have safe outings and air to keep mountain streams pure and the woods sweet and clean: "Water appearances are deceitful. While the typhoid fever bacillus eventually dies when thrown off in the wastes of the body unless it succeeds in gaining entrance to another human host it is capable of living for several weeks in running water. Fountain streams through shaded canyons afford swift and comparatively safe means of travel for these deadly wanderers. Unwary campers along the banks make a favorable field of invasion. Those who give credence to fallacious old saws about water purifying itself in running two feet, or two miles, or some other absurdly short distance, are especially open to attack. The presence of typhoid germs in a stream is not

necessarily accompanied by turbidness, offensive odors, or foulness of taste.

"It is best for campers to boil their water unless they can make sure that the sources of the stream are unpolluted. Danger may lie in the presence of a careless camper a hundred yards up stream who is coming down with typhoid fever. Or, twenty-five miles further up, the stream may catch the underground drainage from the toilets of a lumber camp where there are several "carriers," that is, persons who have had typhoid fever a number of weeks or months before and who still continue to throw off virulent disease germs in the wastes of the body. A State law makes stream pollution a misdemeanor, and vigilent vacationists can greatly aid in its enforcement.

"Protecting campers on the stream below is simply a matter of making it impossible for the wastes of the human body to drain into the water. A good substitute for a toilet vault is a bucket or oil-can partly filled with dry earth, all contents to be covered with dirt or ashes and finally buried. Or dig a pit a safe distance from the stream and keep contents covered with fine earth. Either of these devices will also prevent the breeding of flies and the carrying of intestinal diseases by flies, and will serve to keep the woods sweet and clean. An odorless and fly-proof camp kitchen drain can be made by thrusting a length of stove-pipe down a squirrel hole or rotten stump, tamping dry earth around the base, and capping it with a bit of board. Water from wash-tubs can be poured in basins dug in sand bars as far as possible from the stream."

* * *

The Boys' Judge Speaks

I have been in the Juvenile Court nearly ten years, and in that time I have had to deal with thousands and thousands of boys who have disgraced themselves and their parents, and who have brought sorrow and misery into their lives; and I do not know of any one habit that is more responsible for the troubles of these boys than the vile cigarette habit.—Hon. Ben B. Lindsey, in the Sunday School Times.

* * *

The greatest value of a college education is to fit a man for a useful life by disciplining his powers and opening to him in some measure the fields of knowledge so that he can do most effectively what he undertakes within the range of his knowledge and can know where to get more knowledge if he needs it.—Cyrus Northrop, University of Minnesota.

THE NEW METHOD OF TEACHING ENGLISH

By Henry Meade Bland

There is no doubt that the great source of error in teaching English has arisen from the too close adherence to the model. We have forgotten the spontaneity of the pupil's mind. Instead of leading him to say his own thoughts, we have held up to him what some one else has said and have bade him imitate. The result has been unnaturalness, artificiality, and insincerity.

When the child, at six, comes to school nature has already, in a way, endowed him with the power of thinking his thoughts in sentences. He can make known his wants in simple, though doubtless perfect words. He can at least when he forgets himself say things about his pets, his playthings, his playmates, in fact he can talk about the common things around him. This innate spontaneous power is capital of the teacher, and our duty is to guide and develop it. Our problem is to make it grow, so that the child later can converse with naturalness and ease, can write a letter to his friend, and make the letter say something; can make a speech, if necessary, in a public assembly of his district or community; can address a communication to his local paper in such form that it will be read. In other words our problem is to make him a master of everyday English.

The first step in the solution of the problem is an attempt to go into the child's mind for subject-matter. What do we mean by this? Just the opposite of what we mean when we say; send the child to the books or to the authorities for his material. Just the opposite of what we do when we ourselves write the sentence and lead the pupil to imitate. How do we bring this about? By a process of mind stimulation. We teach so that we project the child into his own thought. We bring him into the possession of his own. We nurture him in experience.

The psychological basis of this is the fact that the mind of the average human, young or old, is always at work and that thought flows on always as a stream. Our art must be to see into the mind of the pupil so as to catch the stream and turn it into such directions as we would have it run. Suggestion is the great lever for starting thought. We tell a story and break off in the most interesting point leaving him to

finish the tale as his own imagination and experience dictate; or we lead him to put himself in the place of a plant or animal and to tell in the first person the story of the plant or animal's life. Thus we have as titles "The Autobiography of a Dog" or "The Butterfly's Story of His Own Life." This plan of teaching has the advantage of combining actual composition with theory and gives the child power to express himself correctly, at the same time, both in thought and form. It is grammar applied as it should be at a time when needed, and the teaching doesn't miss its aim. It fixes right habit from the start. It is idealism practically combined with realism.

This every-day English does not require a technical knowledge of rhetoric or oratory, it is the simple sincere setting forth of homely thought in such language as any youth ought to have acquired by the time he has launched upon life work.

In this paper I make a clear distinction between that form of composition which is mere giving back of knowledge in a test or written examination, and that in which an artistic self-expression is the aim. The composition of an examination paper necessarily lacks the vigor and life that ought to characterize a paper in which the end is more or less artistic and therefore beautiful. In the written examination paper the pupil has, or should have before he begins to write, a somewhat definite knowledge of the facts he is to put down; and these have been learned, or at least prepared for in the previous recitations. The creative power is not generally appealed to in a written examination in the ordinary subjects; though the pupil should be held, by all subject-teachers, close to the canons of form; but when the composition is reached, the motives are different. The student is given freedom, and not only given freedom but encouraged in it. His individual taste is appealed to. He is put at no formal topic at which the whole class works, but the least show of independence is rejoiced in and developed.

Having satisfied one's self that the pupil has something to say, the form becomes a problem; but by no means must we be so hypercritical that the background of thought is lost sight of. Correct form is a necessity to composition, but the expression of clear sincere thought is the glory of composition, and it is well very often to point out the good thought even though it may not be paragraphed, punctuated or capitalized or even spelled correctly.

I wish to recommend the leading of a child through an actual experience as a preparation to the writing of a com-

position. Thus a series of observation is a good basis. I mean in this case something much more extended than the casual bringing of a plant or animal into the school-room. For example, the butterfly which grows from egg to full-grown insect on the sweet anise planted in the school window and watched with keenest interest through its changes from egg to caterpillar, from caterpillar to chrysalis, and from chrysalis to elegantly colored images is apropos to the study. By the way, the treatment of this subject, or a smiliar one gives an excellent opportunity to show the child the nature of the paragraph. Thus the four sharp changes in the butterfly's life mark the four points at which, in a short paper, each of the four paragraphs natural to the essay should begin.

In like manner the school excursion, or the ramble in nature study, or the scenes in a holiday celebration may be used as the basis of subject-matter.

What the children need is drill in putting upon paper or in words the every-day thoughts we know real life will call upon him to express. "Every-day English," the English of conversation; of letter-writing; of a good concise newspaper notice; of an announcement at a public meeting; of simple humorous story, or of a serious one, which may be told at the gathering around the table at which a dozen friends may be gathered; the pronouncing of a toast, not the artificial squib learned from a book of such things, but the enunciation from the heart of what ought to flow from the heart of the humblest of us whenever there is good cheer—the developing of these powers of expression is the "consummation devoutly to be wished."

The more is the need of this mastery of simple every-day English since society has grown in complexity. The pioneer or the forty-niner, whose social life centered in a home miles from neighbors and still more miles from the town or city had no such use, as we today, for a command of the English tongue; but the dozens of social organizations in thickly populated communities of the country and the hundreds of the same organizations in densely populated cities render the art of making oneself heard vital to the best life-success.

I charge that the secondary schools especially are clinging to the old academic ideals, which develop artificiality; that in the words of President Wheeler at a recent literary meeting, these schools are making for themselves idols of brass out of the styles of antequated literary models and bowing down to these idols. In other words the high schools are not

now giving to their students that same common-sense drill in every-day speech that the good citizen be he lawyer, doctor, farmer, teacher or merchant needs.

Professor Charles Mills Gayley, head of the Department of English of the University of California has long since realized this new demand in the teaching of English and has planned university courses in which he aims to develop, not only in special English students, but in all his students the thorough mastery of live vigorous simple English—English that is in no way an imitation of the classic or academic model.

Cannot the secondary schools do much more than they are to develop native powers of expression? It is this kind of work that gives a great national language the spirit and individuality, which ultimately are the necessary elements upon which to found a great literature.

Where English is taught from the new point of view form, under the eye of a vigilant teacher, is easily taken care of. There are but the half dozen points vital of form to be watched anyway. The balance of literary criticism refers to the thought and its expression or viz.: diction, figures, and arrangement. In the primary and grammar grades these three can be taught to but a small extent and that inductively. In the high school the teaching of the use of figures of speech on the part of pupils must be largely a process of gently toning down the excess of figure natural to the adolescent and of an encouragement to use clear simple straight forward English. In fact it may be broadly stated that much of the strange inhibition of expression found in students entering the higher schools has come from a tendency to mercilessly criticize poor form and a lack of encouragement of clear thought. Criticism in form, should go hand in hand with the pointing out of substantiality of thought. To overemphasize form is like beginning to construct a building by purchasing cornice before foundations are laid.

This attempt to outline in a straight forward manner some of the principles vital to good English teaching is not done in the spirit of the iconoclast, but in a spirit that hopes to see developed in the West, amongst the rank and file of us, a great specimen of the pure simple English tongue used in every-day life. This is an ideal to which certain great peoples of the past have attained, and why should not we who are living here "in the foremost files of time" and in an environment considered the equal of any in the world? And let

those who are inclined to apply the spirit of "carping critic" this paper hopes for the time to come when there shall be no need of critics, when, in the words of Kipling:

"Only the Master shall praise us;
And only the Master shall blame.
And no one shall work for money, and
No one shall work for fame;
But each for the joy of the working and
Each in his separate star.
Shall paint the thing as he sees it for
The God of things as they are."

* * *

RURAL SCHOOL SUPERVISION

By Percy E. Rowell

No one, who has investigated the matter, can doubt for a moment but that rural schools need a much closer supervision than they now have, or can have, where the county superintendent is the only supervisorial officer. The majority of rural schools are remote from educational influences, and there is a great lack of inspiration where the teacher is probably the most highly educated person in the community. She becomes somewhat discouraged and begins to ask herself if anything is worth while. There is the greatest need of supervision—not to criticise adversely but to aid, encourage, and stimulate. Supervision should never be destructive but always constructive.

There are two sources of supervision possible in California, both of which are feasible and productive of good results: The union high school principal and the union grammar school principal are the ones who may be best fitted for the work, as well as being the natural supervisors of the schools. Each union high school principal should supervise the work of all those schools which comprise the union, and the union should be increased until it embraces all the nearby schools. The principal is the natural head, for to him may come many of the elementary pupils and a good supervising principal would stimulate a much greater number of pupils to attend high school than could ordinarily be induced even to enter high school, from the non-supervised grammar schools. Under these conditions the whole union becomes a complete system. The teachers will all be working towards a common end—not preparation merely for high school, but an equally high grade of education for all the pupils. There would be a

natural rivalry in which each teacher would strive towards producing the best educated children, and the ones who would be most ambitious to pursue education farther than the grades.

Where there is no high school, which either is, or may be, a union high, it would be advisable to form a union grammar school in order to receive funds sufficient to employ a good man as principal. The latter could then supervise the work of all of the neighboring schools, and, while he might not have the view point of a college educated man, nevertheless he could direct the work of the schools much better than the teachers, acting independently, without a supervisor.

The salary of either a union high school or a union grammar school principal, who is performing supervisorial duties should be paid by the different districts, according to the amount of supervision. One visit a month, together with the additional work engendered, should carry a compensation of five dollars, or fifty dollars a year for ten months. Where the districts are distant transportation should be paid in addition. Since two or possibly three districts might be visited in one day this would work no hardship to the districts.

The salary as principal of the school should in no case be less, on account of the outside visiting, but in fact, the school could afford to pay more and secure an expert. Such a man would make a better principal for the very reason that he would be rounder, with a broader mind, since he would be conversant with the education of the child from the beginning, to the end of high school, and with a greater executive ability.

The work of such a supervising principal would not be limited merely to visiting the schools but he should at least once in six weeks, and more often if desirable, hold teachers' meetings for the mutual benefit of all concerned. These meetings should not be devoted to talks by the principal but they should be gatherings of the teachers wherein each could give and receive according to his or her ability. The profession of teaching will never be recognized as a profession until the teachers themselves act professionally, and take a living interest and pride in the fact that they are teachers. The large organizations can never accomplish this. The small gatherings of five to twenty teachers who are in charge of the rising generation of a unified community, acting under a broad-minded supervising principal, are the means for leading the teachers into a true realization that theirs is the work which is the most elevating, human, and glorious.

CRITICISM OF HISTORY RESULTS

By J. D. Sweeney

The object of the teacher of history should ever be to place before the student, as far as possible, the truth. While it is not expected that grade teachers devote much time to original sources, yet they should be familiar with some of the best secondary sources so as to refer their children to the same from time to time. Having just recently graded about 100 papers in eighth grade history and found so many children so grossly misstating events that it has come to me to write this article in the hope of getting teachers to see themselves as others see them. The same might be said of the applicants for certificates also as is said of the grade students, as they showed that they had some glaring misconceptions of leading facts in our national history.

The following was the entire test given to the graduating class:

"By briefly describing each of the following and supplying connecting events, weave about this list of topics a connected history of the United States from 1789 to 1910." "Inauguration of Washington, Alien and Sedition Laws, Lewis and Clarke Expedition, Battle of New Orleans, The United States Bank, The Missouri Compromise, Discovery of Gold in California, The Election of 1860, The Battle of Gettysburg, The Alabama and the Alabama Claims, The Impeachment of President Johnson, The Pacific Railroad, Manila Bay, The Panama Canal."

For fear that some may say that this would result in flat failure I will say that the general result was most gratifying and probably 15 per cent of the class were given 99 per cent.

The first hazy point that occurs in the list of mistakes was the failure of so many to know where the national capital was in 1789, the next came in connection with the two laws which unfortunately are usually mentioned together. The teacher should make a clear point of this so as to have the conception of two separate laws. The most glaring error however is in the oft-repeated statement that "the president passed the Alien and Sedition Laws." The point should be clearly made that while the president may be responsible in a measure for some laws that are passed that the responsibility rests entirely with congress which is an entirely separate and independent department of the national government. If this is made plain

at the outset of the study much that follows will be clearer in the minds of the children. Then in speaking of the Louisiana Purchase the land contained therein is very vague to the average grammar grade student. Here comes the value of a good set of historical maps. The Bank is another hazy vision in the mind of many of the young. This is unfortunately not as clear to many teachers as it should be and I would commend the reading of Brown's Andrew Jackson, a little volume published by Houghton, Mifflin and Co.

When it comes to the Missouri Compromise it is evident that the point that this document applied only to the land acquired from France is not made as plain as it should be, as when the California question is reached, so many apply the Missouri Compromise to it. For the exact text of this as well as of the Compromise of 1850, the Dred Scott Decision and the Emancipation Proclamation I call attention to a little book by another Brown, Epoch-Making Papers, Macmillan Co. This costs but 25 cents and is well worth the money.

Passing over the Impeachment which I wish to deal with at more length, we reach the cause of the Spanish War. So many give as the sole and only cause, the destruction of the Maine, when as a matter of fact while that event had a far-reaching influence, yet our own commission who investigated the wreck was not able to state whether the explosion was or was not an accident. So in justice to a nation with which we are now at peace, and with whom war might have been averted had it not been for some of our enterprising (?) journals, let us give the benefit of this much to our charges, rather than give them an idea that has never been settled as being final.

Now as to the Impeachment of President Johnson, it struck me that of all the misconceptions this was the most glaring. While I am not an ardent admirer of Andrew Johnson, still I am of the opinion that we too often blame him for much that really deserves credit. Neither am I sure that had Lincoln lived that he would have been able to steer clear of the rocks upon which Johnson ran his bark. Before the close of the war Lincoln and the Congress had not been in harmony relative to the policy to be pursued with the seceded States. And prior to his last election Lincoln had recognized the new governments of Louisiana and Tennessee, but when the electoral votes from those States were sent to Congress that body refused to receive them, in face of the fact that representatives from Louisiana had already been given seats

in the House. Now when the reins fell to the vice-president he started out along the same lines of policy that his great leader had chosen. By a month he had issued an amnesty proclamation practically the same as that issued earlier by Lincoln. By July provisional governors had been appointed in nearly all of the south. And when the fall elections came, practically every State except Texas was ready to send its representatives to Congress, having already ratified the thirteenth amendment, and without their action this would have failed to receive the necessary majority. The question then follows naturally, if these eleven former slave States which ratified the amendment, or rather those who had seceded, did not have proper governments, was the adoption of this amendment valid? There is but one reply. And if these States were necessary, how about the fourteenth amendment which was rejected by ten southern and four northern States?

Now the generally accepted theory of secession as held by the Republicans of Congress was that the action of the south in resisting the federal authority has nullified all laws as far as they were concerned—the very opposite of the theory that a State had no right to secede. As that may be, when Congress met it was quite settled that the new executive had gone so far toward reconstruction without asking them that they at once began to curtail his schemes. In his leniency they saw signs of disloyalty, forgetting the magnanimous attitude of both Lincoln and Grant. So matters grew worse, bills were passed solely to annoy Johnson which were vetoed with as much spirit as they were passed, only to be passed over his head. At this point Johnson showed his weakness, though we can pardon much of it, in his making tactless speeches against the legislative body. Had it been Lincoln he probably might have been able to hold the public favor, but Johnson though brave and full of fight lacked in tact. The fourteenth amendment was declared as passed though ten southern and four northern States voted against it. Then came the Tenure-of-Office Act. Now this act was wholly uncalled for and Johnson was acting entirely within his rights as based upon precedent and custom, if fact on law, for early in the administration of Washington this question has practically been settled by the special act conferring the power of removal upon the president alone, and from Washington to Lincoln every president has exercised this power in removing officials for reasons political and otherwise and Congress had made no attempt to stop the practice. Was it any

wonder then, that Johnson was highly indignant, and at once endeavored to assert his rights as executive? Now Johnson had retained the Lincoln Cabinet instead of appointing a new one as he might have done, and as probably would have been better for him, so he determined to test the new law on Stanton. As a matter of fact this official had already recognized that the law would not apply to him upon the very grounds above stated. But he refused to leave when the test was made. The result followed speedily and almost indecently hasty were the representatives in bringing impeachment proceedings against the president. During the trial much of the defense made by Johnson's able defenders, Wm. Evarts, Benj. Curtis and Henry Stanbury, was ruled out by the Senate after being admitted by Justice Chase, so far had the bitterness gone. The dealing was as a whole most high-handed all through, and we cannot but say that the action taken was based entirely upon prejudice and passion. And these were not illiterate jury-men, but members of the United States Senate.

When the verdict was about to be given such Senators as Fessenden, Ross and Trumbull, in defiance of the clamor of the press and public, and in face of every form of abuse and vituperation stood firm for their convictions with a moral courage that since has won the admiration of the world. We are sorry to say that our State Senators, Cole and Conness, voted to punish the president.

The result is well known and we are glad that it was so. It is of interest to note that it was not long before the Supreme Court decided that the Tenure Act was unconstitutional, thus justifying the action taken by Johnson.

Now all of this is not possible to be given to the average class in the rural schools, yet it should be somewhat familiar to the teacher so that the boys and girls do not get the idea that seems to prevail in the minds of most of them, that Johnson was an arch criminal and deserved to be severely treated.

* * *

Five additional members were chosen for the faculty of the Berkeley schools at the meeting of the local school board recently. The new appointments are Paul Evans, head of the commercial department of the high school; Miss Lucy Thomas, cooking teacher in the high school; G. C. Barton, instructor in chemistry in the high school; E. K. Safford, instructor in introductory high school; Miss Alice Weymouth, instructor in the department of French in introductory high school.

SAN FRANCISCO PARENTAL SCHOOL

By Richard D. Faulkner, its Organizer

I have been asked by the editor of "The Western Journal of Education" to write of my work in the San Francisco Parental School. At this date I cannot do better than to publish some portions of a report submitted to Superintendent W. H. Langdon in 1905. I preface it with some details of the organization of the school and my connection with it.

Organization

On July 25, 1904, the Board of Education informed me that I had been selected by them and Superintendent W. H. Langdon for the principalship of the Parental School. I was asked to accept the position. I did and on the following day the San Francisco Parental School was created with the rank and salary of a grammar school and I was transferred from the principalship of the Franklin Grammar School, a position I had held for nine years, to the principalship of it.

I organized the school and was principal of it for seventeen and one-half months when the Board of Education by direction of Mayor Eugene E. Schmitz transferred me to the principalship of the Hancock Grammar School, but before the transfer took place—it being during the spring vacation of 1906—both schools were burned by the fire following the earthquake of April 18th. At the beginning of the following school year I reorganized the Hancock but my successor in the Parental took a leave of absence. In April, 1907, the Board with the approval of the Mayor transferred me to the principalship of the Horace Mann Grammar School, a position equal in rank to the one I gave up to organize the Parental.

At the time of my transfer from the Parental School 143 boys were in attendance and enrolled in five classes. Besides the regular teachers there was a teacher of Manual Training who devoted one-half of his time to the school. Some of the boys enrolled at this time would have been paroled immediately after vacation. There had been 298 boys enrolled since the organization of the school.

The report which follows gives in general terms an account of some results in connection with the boys enrolled in the school and details of some of my efforts in connection with the enforcement of the Compulsory Education Law. I trust that its publication may be of service to the next man who

touches the problem for I believe in time there will be in San Francisco a Bureau of Compulsory Education whose chief will direct truant officers on the one hand and sustain and control the Parental School on the other, at the same time co-operating with the Juvenile Court and Commissioner of Labor in particular and in general with every organization whose purpose is to assist or uplift children.

From Report to Superintendent

Parental School

The total number of boys committed to the Parental School since its organization July 26, 1904 to December 1, 1905, is 234. Of this number 116 have been transferred on parole to primary, grammar, parochial or evening schools; paroled to work, committed to public institutions, or removed from San Francisco. Eight of those transferred on parole broke their parole and were promptly brought back. Two committed to the Boys and Girls Aid Society for a month returned on the expiration of their commitment. One of those returned for breaking his parole has since been committed to a public institution. The total enrollment is now 116. The tabulation which follows presents the above facts in detail.

Report from July 26, 1904 to December 1, 1905

Commitments by Superintendent	163	
Commitments by Juvenile Court	61	
Total Commitments	224	
Transferred on Parole—		
To Primary and Grammar Schools		45
To Parochial Schools		12
To Evening Schools		12
Paroled to Work		16
Committed to Public Institutions		25
Removed from San Francisco		8
Returned for Breaking Parole	8	
Returned from Public Institutions	2	
Enrolled December 1, 1905		116
	234	234

The total commitments for the school year of 1904-05 was 160. One hundred and seventeen were committed by the Superintendent and 43 by the Juvenile Court. For the four months of the present school year there have been 64 commitments, 46 by the Superintendent and 18 by the Juvenile Court.

Thirty-seven of the 117 boys committed by the Superintendent during the school year of 1904-05 were during the

year brought by me before the Juvenile Court for truancy, or were arrested for minor offenses. In such cases the boys were recommitted to the school by the Juvenile Court. In other words, 80 boys enrolled during the first year of the school were either original or recommitments of the court.

Four of the Superintendent's commitments of 1904-05 have been brought before the Juvenile Court since the beginning of the present school year, together with one committed this year. These five boys were recommitted to the school by the court. It will thus be seen that 42 boys committed by the Superintendent, were recommitted by the Juvenile Court. In other words, it has been necessary for the court to discipline 42 of the 163 boys committed to the school by the Superintendent. These with the 61 committed by the court make 103 boys out of 224 that were either original or recommitments of the court.

Out of 116 boys now in school, 40 are under the jurisdiction of the court.

Twenty-four boys out of the total commitment of 224 have been committed to public institutions by the Juvenile Court. One was committed to the Whitter State School, three to the Preston School of Industry, four to the Pajaro Valley Roman Catholic Orphan Asylum, five to St. Vincent's Roman Catholic Orphan Asylum, and eleven to the Boys and Girls Aid Society, of whom three were committed but for one month, their only offense being truancy. One of the three is still in the institution, but the other two have been discharged and returned to school. Neither have been truants since their return. One boy was committed by his mother to the Armitage at San Mateo. In view of the fact that the three commitments to the Boys and Girls Aid Society were for so brief a time, and for the sole purpose of discipline, it might be considered that but 22 of the 224 have been committed to public institutions. The reasons for the commitment of the 22 are, with but few exceptions, the old story of the fatherless, of the widow and orphan, of divorce, drink and neglect.

The school was not organized early enough to save the boy who was sent to Whittier, but was to save his brother. One of the boys sent to Preston has another brother in the school now. The discipline of the school and the commitment of the brother has had a sobering effect upon him, besides bringing the family to a realization of their duty to their children. One of the boys committed to the Pajaro Valley Orphanage has two brothers in the school. The school

and the court have strengthened this home and the two boys now in attendance, will soon be restored to the school from which they were transferred. Another boy at the same institution has two brothers who attended the Parental School last year; one was transferred on parole to a grammar school and the other was paroled to work. The one is attending the school to which he was paroled and the other is working and keeping out of trouble. Neither wish to be returned to the Parental School nor committed to a public institution. The example of the brother is sufficient.

The 45 boys who were transferred on parole to primary and grammar schools attended an average of 91.4 days, the 12 boys who were transferred to the parochial schools averaged 76.3 days, the 12 to evening schools 120.4 days, the 16 paroled to work 74.9 days, while the 25 committed to public institutions averaged 57 days. The 8 who removed from San Francisco were in the school but a short time, averaging 18.5 days. The average attendance of the 118 boys thus accounted for is 78.3 days.

The classification of the school now is as follows:

B 5	14
A 5	7
B 4	6
A 4	13
B 3	23
A 3	17
B 2	11
A 2	12
B 1	5
A 1	8
Total	116

It will be observed that there are no boys in the school above the 5th grade. Several A and B 6th grade boys were in the school last year. I have had but one boy above the 6th grade since the organization of the school. He was in the 8th grade. He was not a San Francisco boy but had just come from an eastern city. He was in the Parental School but five days when he said he would go to school. Being satisfied that he would, I transferred him on parole to a grammar school. He graduated from the school to which I transferred him in June.

It is perfectly plain that but few if any boys in the 7th and 8th grades will ever be sent to the Parental School, or if sent, their stay will be short. I have attended the Juvenile Court every Friday since the organization of the school, ex-

cept during vacations, and I have never seen a 7th or 8th grade boy before the Judge for any serious offense. Sometime since I visited the Preston School of Industry, and out of 173 boys only two had ever received diplomas from a grammar school, and but the same number had ever been inside of a high school. I noticed this summer when visiting the Boston Parental School, the New York Truant School, the Brooklyn Truant School, the New York Juvenile Asylum and the Chicago Parental School that the boys were in the first six grades. It will thus be seen that a boy who completes the 6th grade will more than likely remain in school until he graduates, but if he should not, his chances of keeping out of trouble are very much greater than the boy who drops out before he completes the 6th grade.

The problem then is to keep boys in school until the completion of the 6th grade. Playgrounds and manual training will contribute to this end.

The close proximity of the Parental School to the only Public Playground in San Francisco has contributed much to the success of the school. The boys spend their noon hour there and drill there twice a week under the physical director of the grounds, who also instructs them in physical culture.

I spoke of manual training. It is the only salvation for the type of boy that is sent to the Parental School. It should, therefore, be accentuated in this school. The uplifting influence of the manual training upon the boys this term is apparent.

Compulsory Education

At the time I became principal of the Parental School I expressed my views as to the importance of putting the truant officers under direction with the result that they were put under my direction. I said the Compulsory Education Law should be vigorously enforced. The disciplining of the schools not only should be sustained but non-attendants should be put in school. The Parental School should instruct not only those committed to it but its deterrent effect should reduce truancy insubordination and irregular attendance to the minimum. No systematic enforcement of the Compulsory Education Law can be made nor can the attendance of those committed to the Parental School be enforced by independent and undirected truant officers. A Bureau of Compulsory Education should be organized. The officers should be under the direction of its chief.

It was thus that I came to direct the truant officers and to create in connection with the office of Superintendent of Common Schools a Bureau of Compulsory Education.

My work in the enforcement of the Compulsory Education Law may be summarized as follows:

(1) The centralization in the Superintendent's office of requests for the assistance of truant officers.

(2) The supplying of principals with cards upon which they can give definite information as to truancy, irregular attendance, or absence requiring investigations, with a space for a definite report by truant officers.

(3) Providing truant officers with a notice to parents and guardians, giving some provisions of the amended Compulsory Education Law.

(4) The inauguration of a system of truant officers' reports by which their work can be tabulated.

In general terms the result of the work of the four truant officers for the four months of the present school year is as follows:

Total number of investigations made on reports from schools on account of truancy, irregular attendance or absence		1383
Returned to school	1138	
Not returned on account of sickness	88	
Not returned on account of attendance at private schools	23	
Not returned on account of having gone to work, being of legal age	34	
Number of investigations of recommendations for transfer to Parental School		66
Number transferred	46	
Number not transferred, but put on probation by Superintendent	20	
Number of non-attendants placed in school		88
Number of visit to employers		7
Number of investigations made under the direction of the Board of Education and the Police Department		53
Number of cases before the Juvenile Court resulting in commitments to public institutions		9
Number of investigations since October 1, 1905, for permits for minors between 12 and 14 years of age to work		51
Number granted	34	
Number not granted	17	
Total number of investigations		1674

Such reports will be more accurate as the officers discriminate between their investigations with more exactness. The report for the next month will begin to assume something of the definiteness that such reports should possess; while

the report for the last half year should be accurate and valuable.

I regard the controlling of the issuance of permits to minors to work between the ages of 12 and 14, undertaken at the request of the Judge of the Juvenile Court, as of the first importance, for it is to the interest of the schools that as few permits as possible should be granted, and for as short a time as possible. In addition, it gives the opportunity of putting children directly into school. For if a parent applies for a permit for a child to work, and the application is denied, the child—if not in school—can be put into school at once. I give the granting of these permits my personal attention for the reason that their application is constantly suggestive of co-ordinations between the Compulsory Education Law and the Child Labor Law. Of course I leave the details of these investigations to one of the officers.

Since a portion of the State school fund is, by the amendment to the law approved March 18, 1905, apportioned upon the average daily attendance, it is important that the Compulsory Education Law be enforced. The investigations of truancy, irregular attendance or absence will not put the children out of school, into school. It merely sustains principals in the attendance of pupils whose parents desire them to go to school. If the attendance of the schools is to be increased by the number that the census returns show are out of school, then definite and systematic effort must be made to put such children into school. No such effort has ever been made. Any plans in connection with the administration of the Compulsory Education Law must contemplate such work.

On or before January 8, 1908, the expiration of the term for which Mayor Eugene E. Schmitz has just been elected, there should be in this city:

1. An effective Bureau of Compulsory Education.
2. One or more truant schools, schools similar to the present Parental School.
3. A Parental School in which a few boys could be "detained and maintained" for a short time. Such an institution should be small. No such institution as the Boston Parental School, Chicago Parental School, or New York Juvenile Asylum should be supported by the city.

Such results would be a lasting monument to the administration and unparalleled in the history of education—for the history of truant schools, bureaus of compulsory education, and Parental schools is "neither a brilliant nor encouraging one."

THE CULTIVATION OF VACANT LOTS

By Alfred Roncovieri

San Francisco has a great number of vacant school lots, probably more than any other city in the United States. We have in fact so many that they cannot be used for school houses. Under the law they cannot be sold. Those not in use for school houses are mostly unimproved property and are at present of no educational value. They are too frequently dumping grounds and are then very unsightly places. We wish to put these school lots into educational use either as playgrounds or as school gardens. A well organized playground or a well conducted school garden will be an attraction to any part of the city in which it is located. It will enhance the value of property in its vicinity whereas in most cases such lots are now a detriment.

The educational value of play has long been recognized. Supervised play gives healthful exercise, keeps children from bad company, bad language and bad habits. For years Nature Study has been required by the State law and has formed part of our Course of Study. One of the best forms of Nature Study is school gardening. Children are here taught the care and culture of plants, the morphology and function of their various parts, the food value of vegetables and the beauty of flowers. In the care of the garden the children get wholesome physical exercise out-of-doors. They will acquire a taste for gardening which will enable them to beautify their home surroundings, and with their leisure hours add something to the economy of the household. They lay the foundation of civic virtue in the social relations of the school garden. They learn to know their own rights and to respect the rights of others. They learn to be good neighbors.

As a beginning to this work we are starting a garden on a lot 150x240 feet between 12th and 13th avenues and Point Lobos avenue and A street. This garden will be conducted by the grammar pupils of the Sutro School, principally after school hours. Pupils, both boys and girls, will be given an individual space about 12 feet by 12 feet where they will be trained in the best scientific methods in the cultivation of flowers and vegetables. After this term there will be a graded course of work, so that new subjects will be taken up each term.

The work will be in charge of a teacher specially skilled in

gardening. Each new garden to be established will be under such a teacher.

We wish to establish other gardens in various parts of the city and are asking the Supervisors for an appropriation of money for this purpose. School lands now lying vacant are worth many thousands of dollars and the schools are deriving no benefit from them. Other cities are renting or buying lands for school gardens while we are allowing ours to go unused for lack of a few hundred dollars. We wish your support in our request of the Supervisors for $5000. Will you be kind enough to bring this matter to the attention of your club?

When walking or driving in the Richmond District on 12th avenue between Point Lobos and A street, take a look at the school garden as you pass and compare this in appearance and usefulness with other vacant lots. Ask yourself if the improvement is not worth to education and to real estate values the sum of $400 which it has cost to make this garden complete.

* * *

THERE ISN'T ANY ONE FOR ME TO PLAY WITH ANY MORE

(The Last Words of Mark Twain)

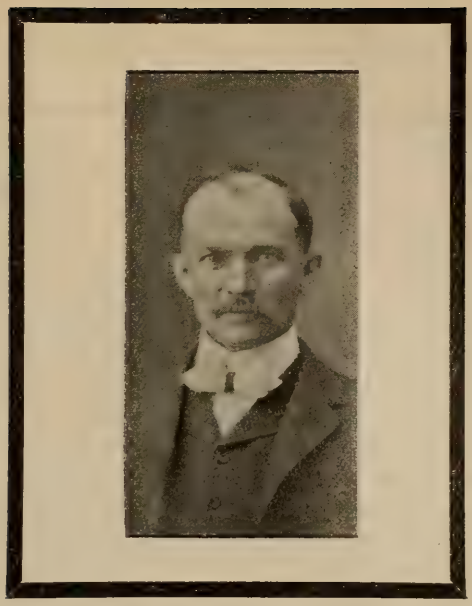
The glow is fading from the western sky,
  And one by one my comrades, as of yore,
Have given up their play and said, good bye;
  There isn't any one for me to play with any more.

Don't cry, dear heart! for I am worn and old;
  No longer have I largess in my store;
E'en love's best gifts to me I could not hold;
  There isn't any one for me to play with any more.

I miss the tender hand-clasp of old friends—
  The kisses of the loved ones gone before;
'Tis lonely, when the heart first comprehends,
  There isn't any one for me to play with any more.

I need these loving hearts, so fond and leal;
  I want them in my arms, as heretofore;
When they are reached—I shall no longer feel,
  There isn't any one for me to play with any more.

—James Terry White.



AN APPRECIATION

By George L. Sackett

Parke Wilfred Kauffman, Superintendent of Schools of Pomona, died Monday, June 13, 1910, of typhoid fever; a native of Iowa, age 53 years.

Superintendent Kauffman had been connected with the schools of California for the past twenty years. It was my privilege and pleasure to have known him intimately for the past seventeen years. For ten years he was at the head of the schools of Ventura, a part of the time having charge of all the schools of the city, and later principal of the Ventura High School. For most of this time he was a member of the County Board of Education. For the past seven years he had been at the head of the Pomona city schools.

His large circle of friends were stunned at the news of his death and are overwhelmed at the great loss to the educational forces of the State.

Superintendent Kauffman was in great demand as an institute instructor and on all public occasions. He was an inspiring speaker and always made good. Only last May he was an instructor at the Tuolumne County Institute where by his wit and wisdom he endeared himself to every teacher present.

Last April at Riverside at the Superintendents' Convention Banquet he thrilled and delighted his fellows with an address delivered on the "spur of the moment."

All who knew Superintendent Kauffman loved him for his many good qualities, but we who knew him best and were closely associated with him in educational work at home and elsewhere in the State, caught a glimpse of the beautiful soul that dwelt within this man of God.

We have felt his warm congenial spirit and the sincere clasp of the hand, heard his quiet words of encouragement and praise, seen the glisten in his eye when his great heart was touched by some kindly word or act of others, heard his jovial hearty laugh that was contagious, and have listened to his inspiring words as he held his audience in close attention as he pleaded for the best in education and for better environment and equipment for the youth of the land.

The following words of the Secretary of the Board of Education of Pomona reflects the character of our friend and brother in his home city:

"A good and wise man has gone to his rest. The whole town mourns for him, and I think the school work of the State has suffered a loss which will not easily be supplied. Personally, I am overwhelmed—for I have been closely associated with him during all his work in Pomona.

"His accurate judgment, moral courage, breadth of view, his public spirit, and his spirit of absolute justice I have rarely seen equaled. I don't know where we are to turn for a man who can fitly fill his place. If ever a man deserved the epitaph, 'Well done good and faithful servant,' Mr. Kauffman surely does."

The following expression typify the man:

(A boy had made a mistake, who has not?) "I refuse to divulge the name of the wrong-doer; he has done wrong to be sure, but he needs his reputation to help him do right in the future."

"I am realizing more in my later years the need of the Christ life in the heart."

We all are better men and woman for having known this good man and may gain an inspiration from the lessons taught in his daily words and actions.

"Such souls,
Whose sudden visitations daze the world,
Vanish like lightning, but they leave behind
A voice that in the distance far away
Wakens the slumbering ages."

"So his life has flowed
From its mysterious urn a sacred stream,
In whose calm depth the beautiful and pure
Alone are mirrored."

IN MEMORIAM

P. W. Kauffman

Yes, I knew Mr. Kauffman well. I have known him and loved him for these many years. His absence weakens the State. It is for us all to mourn.

His was one of the most original minds of California. He had a trenchant wit, a kindly, genial humor, a genius for felicitous expression.

The teachers and the children of the Golden State are richer because he lived. His methods of work, his helpful spirit, his useful plans, live after him. What he has taught us of loyalty, of creative labor, of faithful work, can never die.

It was nearly thirty years ago I first saw him, the struggling teacher of a little school in the interior of San Diego County, when I was his neighbor teacher, equally small and equally struggling. From that day to this I have been associated with him and have watched his upward course, have seen his work expand, have observed his brilliant ideas, have listened to his eloquet voice, have envied his genius, have enjoyed his friendship.

How striking a commentary it is on the vanity of a school master's hopes, to remember that when this brave, sincere, independent soul last spoke with me it was in doubt and distress over the future. He was not sure that his bread and butter were secure for another year, was afraid that his people would not continue to appreciate his work!

He was a teacher of schools, a leader of youth, a moulder of teachers, a superintendent of cities, a writer and an orator. He hated sham and he boldly spoke what he thought. His life has made the world better.

Peace, good friend, and fare you well. To your loved ones sorrow, but sorrow softened by the memories of many happy years.

Goodbye.

EDWARD HYATT,
Superintendent of Public Instruction.

—From the Sierra Educational News.

A TRIBUTE TO THE CONSTITUTION

By W. F. Herrin

W. F. Herrin, who has been at the head of the legal department of the Southern Pacific R. R. Co., is a native of Oregon, and a graduate of the Agricultural College at Corvallis. He has made but few speeches, but consented to deliver the graduating address to the students. It was in diction, in vigor of statement, and in point of view a very remarkable oration. The following is an extract that should be read in the schools:

The government is now almost a century and a quarter old. It has borne us successfully through amazing changes of material and social conditions. It has enabled us to weather the storms of one of the greatest civil conflicts the world has ever known. It has challenged not only the admiration of the world, but has enforced imitation more or less marked wherever civilized races of men abide. It still serves our purposes, still distinguishes us among the nations of the earth.

Nobody claims for our constitution the merit of Utopian completeness, but wise men see that it has not yet reached the limits of its possibilities, or attained the full measure of what it holds of social and political advantage. The advancing years have made manifest its working efficiency; the strains of time and circumstances have disclosed in it unexpected sources of strength. Gladstone's characterization of it as "the greatest work ever struck off, at any one time, by the mind and purpose of man" remains as true today as when it was spoken.

No Rule Framed

As rational men and women you must recognize that perfection is not to be looked for in human institutions. No general rule of society was ever yet framed, however salutary in the main, that would not work hardship in particular cases, and no political institution will ever be devised through human ingenuity that will not exhibit defects in the course of its operations. And while this knowledge ought not to deter us from laboring incessantly for the betterment of our laws and institutions, it should guard us against the danger of revolutionary changes. Almost invariably such proposals are found to be false lights, with new colors, perhaps, but not essentially dissimilar from those which precipitancy or quackery are forever holding before the eyes of discontent and credulity.

It is not difficult to account for the attention which well

meaning but uncritical people give to loudly heralded short cuts to political perfection. That there are those who turn to the support of every new suggestion, earnestly and even in the face of repeated disappointment, is a mark of that aspiration which pervades the American character. But aspiration —even moral aspiration—uninstructed by knowledge, unregulated by judgment, may in the sphere of constructive politics work infinite mischief. Those who proceed under its impulses, greedily clutching at everything that offers or appears to offer relief from the shortcomings of our system, may be compared to the man in the crowd who offers his money for a patent nostrum that may mask the symptoms of his disease even while augmenting its real virulence.

Observation has convinced me that those who lightly propose modifications in the fundamental structures of our government have no true comprehension of the force and meaning of their proposals. Those who so ardently urge these revolutionary modifications do not understand that they would surely nullify and destroy representative government. They do not stop to consider—in the limitations of their knowledge they do not understand—that the principal of pure democracy, which they would substitute for the representative principle, is a thing filched from the scraphead of past times and discredited systems, a device many times used and as often discarded as wanting in the elements essential to a permanent or stable government.

Guard Constitution

It is for you to whom I speak today, educated men and women, to examine all proposals of political change, in the light of knowledge and under the guidance of judgment, and to appraise each at its true value. It is for you to recognize and to expose fallacies which too often lie in novelty and pretension, to caution and restrain those who would rush blindly into the field of political experimentation, to instruct the uninformed and the thoughtless that our constitution affords in itself the best and surest means of constructive and wholesome change. It is for you to insist that such changes as we make shall harmonize with and sustain the integrity of our political fabric. In brief, it is for you, educated men and women, to guard our system against the proposals of a reckless innovation which would cheapen it to a scheme of inconsistencies, and which would debase our noble constitution to a thing of shreds and patches.

I am sure that I make no mistake when I appeal with confidence to men and women of instructed and trained minds, when I appeal to conscience allied with intelligence, on the score of its high and special responsibilities, to cherish that which has come down to us from the fathers of the republic, that which has sustained us in a progress unparalleled in the records of mankind.

* * *

EDUCATIONAL LITERATURE IN RECENT PERIODICALS

By Charlotte Casey
Los Angeles Public Library

Bennett, C. A. Visiting manual training schools in Europe. Man. Training Mag., 11:441, June, '10.
Chase, H. W. Work with the backward and sub-normal in children's institute. Ped. Sem., 17:189, June, '10.
Davis, B. M. Manual training in rural schools. Man. Train. Mag., 11:456, June, '10.
French, J. S. How to secure from the pupil initiative and independent effort. Ed., 30:661, June, '10.
Good, S. V. Reasons for the special schools. Journ. of Ed., 71:717, July 23, '10.
Greenwood, J. M. Contributions to the history of American teaching. (Paper five.) Ed. Rev., 40:11, June, '10.
Hall, G. S. General outline of the new child study work at Clark University. Ped. Sem., 17:160, June, '10.
Halse, A. Brief history of industrial schools in Germany. Man. Train. Mag., 11:418, June, '10.
McMurry, F. M. Relative values of study, and its basis for judging them. Ed., 30:684, June, '10.
Mead, L. A. Flag Day. Journ. of Ed., 71:570, May 26, '10.
Nicholson, F. W. College features—the responsibility of the school and the home. Ed. 30:617, June, '10.
Open-Air School in Rochester. Journ. of Ed., 71:719, July 23, '10.
Play ground association of America. Journ. of Ed., 71:715, July 23, '10.
Princeton's graduate school endowed. Outlook, 95:238, June 4, '10.
Rowe, S. H. The study habit and how to form it. Ed., 30:670, June, '10.
Ruhl, A. Some American preparatory schools. Scribner, 47:681, June, '10.
Spanhoofd, E. What we might learn from German schools. Ed. Rev., 40:65, June, '10.
Wallin, J. E. Moving pictures in relation to education, health, delinquency and crime. Ped. Sem., 17:129, June, '10.
Wood, Dr. T. D. Rural school sanitation. Amer. Ed., 13:351, April, '10.

* * *

Mr. Thomas Browncombe has been elected supervising principal of the Santa Rosa Schools.

Mr. Geo. W. Wilkinson has accepted the principalship of the High School at Oleander.

The principalship of the Glovis High School has been accepted by Mr. Chas. Higbee of Monte Bella.

The Western Journal of Education

Official Journal of the Department of Public Instruction

HARR WAGNER Managing Editor.
EDWARD HYATT, Supt. of Public Instruction, Editor of Official Department.

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The Western Journal of Education, 303 Phelan Building, San Francisco, Cal.

Editorial

The Western Journal has been in favor of some plan of pensioning teachers provided some system is devised which is fair, just, honorable, and to the best interests of the schools, teachers and taxpayers, severally and conjointly. We believe that some system of pensioning may be constructed by which the quality of the instruction to pupils in our schools shall be greatly improved, the teacher's condition and sphere of life shall be made freer from worry, and yet the cost to the State, in view of the improved quality of instruction, shall not be unduly increased. We have believed that the gentlemen who are promoting the present pension plan were sincere and honest. But there are certain items in their campaign we do not like. We do not like the term "retirement salaries." If there is anything in the proposal which needs a drapery, or for which we should apologize, then let us not use it, for the body of school people do not intend to obtain money by false pretenses. Let us therefore call a spade a spade, and a pension a pension.

For the same reason we do not like the editorial in the May number of the official journal of the California Teachers' Association. There seems to be something written between the lines. It says:

"We must be careful **to avoid the appearance of selfishness** and special pleading. Our appeal to the people and the legislature **must be based upon the ground of greater efficiency in our work.** * * * With a clear understanding and **a proper handling** of our problem we can gain the approval of public opinion. **Our plea must be primarily for the children**—that no child should be under the care of one who can no longer render efficient service." (The black face is ours.)

What is the occasion or need of these "words to the wise" and these gumshoe suggestions? It would seem that the official organ is issuing a cryptogram warning to urge that their pleas for pensions, not on the advantage to ourselves, but to the little children! If the present pension movement merely represents a petty graft requiring "appearances," "primarily for the children" and "proper handling" then let us drop further mention of so indecent proposal.

But we believe there is a sound and self-respecting basis for the advocacy of teachers' pensions. There is a class of men who grow up with the nation and habit that, even in the pursuit of reputable ends, cunning trickery and smooth policy are not only necessary but reputable. It is unfortunate that the teaching force, through its official journal, should be thus misrepresented by a writer of this type of gumshoe morality.

* * *

Back to the Soil

The discussion agricultural education is but a new tone to the voice of the crank who twenty years ago cried, "Back to the soil."

Fifteen years ago there were but two or three texts on the subject for public school use. There are now over one hundred books splendidly adapted for the purpose, and nature study, and the specialized entomology have enlarged to the broadness of agricultural—to the appreciation of the soil—the soil which has its lessons that not only build up the material life of the child but hammer into the animal constitution some spiritual and moral fibre.

* * *

Moral Fibre

We need schoolmen who will stand with their backs to the wall of public opinion and strike solar plexus blows against the petty evils that sap the lives of the young boys. The cigarette habit, the saloon loungers, the moving picture dope, the vicious book, and the trail of the petty lie, the petty jealousy, the petty envy, the petty cheat, and all the petty,

evasive things that makes boys and girl have shallow characters, colorless natures, and poor health. We oppose these things not only on moral grounds, but on the grounds of good healty, poise, self control and right living.

* * *

To Trustees

The school trustees represents the unit of intelligence of the 3,270 districts of California. They hold under their control the interests of the school children. Their duties are to elect a teacher, to provide supplies, to disburse the funds to build and maintain school house. The most important duties, however, are quite different from the mere routine of the work required by the law.

* * *

The Test of Citizenship

The school trustee must stand the test of genuine citizenship. They have been educated in the public schools, they are the product, the result, the ultimate aim of vast expenditures of money for public education. If they fail, then public education fails, and the State is bankrupt on citizenship. There will be a severe test of citizenship on August 16th when the people will be given an opportunity to vote on candidates for office at a direct primary.

* * *

Voting

How to vote! That is the question; what standards should govern a citizen in voting.

1st. He should vote.

2nd. His vote should be cast for the man who represents by his example, point of view, past services, and affiliations the highest personal service to the community.

3rd. For position requiring expert service, the vote should be cast without regard to partisan politics.

* * *

The Election of School Superintendents

If the voters led by the school trustees of each district should elect unfit, unqualified or even mediocre men and women to this responsible office, then the power to elect superintendents by the direct vote of the people will undoubtedly be taken away. The election of superintendents by the people will be on trial August 16th. If the schools are to be governed by the people, for the people, then the school trustees of California should take an active interest in electing

men and women who are doing splendid service, or who are capable of doing great service for the schools. Do not think because your superintendent has served one term or five terms that you should have a change. The only excuse for a change is to secure better service for the schools.

Ask yourself these questions:

1. Is the man a good citizen?
2. Is he qualified for the office?
3. Is he unselfish in his point of view?
4. Is he narrow, bigoted, prejudiced, selfish and insincere?
5. Is he so self-important that he considers a citizen's request as unjust interference?
6. Is he a man, whose election will give him the swell head so that he will have no time for the small details of the office?
7. Is he a man whose election will make him such a "mixer" and politician that he has no time except for tricky politicians?
8. Vote for the man who has good control, liberal views, kindliness of heart, ability to work, a willingness to oblige, a man with grit, backbone and nerve to decide against you when you are wrong, and to uphold you when you are right.

* * *

The N. E. A.

The directors of the N. E. A. have again voted to hold the next meeting in San Francisco. Ella Flagg Young has been elected president of the Association. The organization candidate was President Snyder of the Colorado State Normal School. There were 617 votes for Mrs. Young and 376 for Snyder. Superintendent A. Roncovieri made the address inviting the N. E. A. to San Francisco in 1911. The teachers of California have always been loyal supporters of conventions, and they will give to the N. E. A. a true Californian welcome.

* * *

The Faculty of the State Normal School of Manual Arts and Home Economies, Santa Barbara, Cal., graduated on the third of June, 1910, the following students:

Manual Arts—Anna Anderson, Percy Richards Dillon, Mary Bowen Haines, Gertrude Ellen Morgan, Achsah May Umpleby, Sara Carthrae Combs, May Belle Dodd, Winnie Alice Jenkins, Jessie Manson Strickland, Nell Kirby Wills and Elizabeth Irene Richardson.

Home Economics—Bessie Bailey, Inda Evelyn Colgon, Grace Anna Dickson, Maude J. Farley, Bertha Olga Freyschlag, Mary Lois Greene, Edmonda Hughes, Mary Holmes, Florence Maie Irvine, Marian Edith Rider, Bertha Sears, Helene Barnard Sutliff and Florence Evelyn Van Wormer.

Western School News

Meetings.

The California Teachers' Association will hold its session December, 1910. A. Roncovieri, San Francisco, Pres., L. E. Armstrong, Oakland, Cal., Secty.

Northern California Teachers' Association, G. W. Moore, President, Colusa; Delia D. Fish, Secretary, Red Bluff.

Central California Teachers' Association, E. W. Lindsay, President, Fresno; Margaret Hanson, Secretary, Visalia.

Southern California Teachers' Association, A. S. McPherron, President, San Bernardino; Mark Keppel, Secretary, Los Angeles.

National Educational Assn., Ella F. Young, Chicago, Ill., President; Irwin Shepherd, Secretary, Winona, Minn. 1911 meeting San Francisco,

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Professor H. P. Reynolds has been elected as acting city superintendent of the Pomona city schools pending the choice of a successor for Superintendent Kauffman.

* * *

Superintendent James D. Graham is at work again after a very severe illness of more than six weeks with pneumonia.

* * *

City Superintendent A. L. Hamilton of Pasadena is attending the N. E. A.

* * *

Dr. Albert E. Wilson becomes principal of the New Manual Arts High School of Los Angeles. The building for this school occupies a commanding position in a 10-acre campus and will be ready for use in September.

* * *

Professor W. A. Dunn is the newly chosen principal of Los Angeles Polytechnic High School

* * *

Professor John B. Lillard has been elected principal of Gardena High School, the agricultural high school of Los Angeles City.

* * *

W. W. Tritt and A. H. Chamberlain have been elected as members of the Los Angeles County Board of Education.

* * *

Long Beach has begun work on its new $255,000 polytechnic high school.

* * *

Whittier Union High is building a $75,000 duplicate of its present plant.

* * *

High school bond issues are pending at Claremont for $75,000, at Monrovia for $125,000, and at Pasadena for $500,000.

* * *

The Los Angeles County school census gives 88,173 children of school age and 120,673 children under 17 years of age. The census

was thoroughly taken and rigidly corrected. The new law's requirement of a signature for every field slip eliminated numerous errors. Los Angeles City has 53,954 children of school age and 73,732 under 17 years of age. There are 60,762 heads of families in the county of whom 39,324 are in Los Angeles City school district. The decrease in census children is 278, and the increase in children under 17 years of age is 2,896.

* * *

C. W. Childs, ex-president of the San Jose State Normal School, has been elected to a position of teacher of civics and history in the Oakland High School. Mr. Childs is a keen student of civic life and has a large and varied practical experience, both as a teacher and practical worker for civic betterment. He lost his position at San Jose, not because of inefficiency, but because he appeared at Sacramento in opposition to a bill introduced by ex-Governor Budd that he thought was against the educational interest of the State.

* * *

Leroy Armstrong, P. S. Woolsey, Duncan MacKinnon, A. Roncovieri, and J. W. McClymonds are in Boston. They are working to secure the meeting of the N. E. A. in San Francisco in 1911. The Convention League of San Francisco, subsidized, or rather contributed $150 each to members of the committee. The teachers of California are ever ready to respond and will make good any reasonable promise the delegation may make to secure the meeting.

* * *

Allen B. Martin has accepted the principalship of the Santa Maria Union High School. He was formerly at Los Gatos.

* * *

D. W. Lindsay, one of the best known school principals in the State, has accepted a position as principal of the Modoc High School.

* * *

Miss Vega A. Brugman accepted the position as teacher in the Kern County High on condition that she would not marry within one year. There has been an epidemic of marriages among the Kern County teachers.

* * *

Principal John H. Francis of the Polytechnic High School was unanimously elected city superintendent of Los Angeles to succeed Dr. E. C. Moore. John B. Monlux as deputy, and M. C. Bettinger, Melville Dozier and Grant Karr as assistant city superintendents, were also elected.

A POPULAR CALIFORNIA SONG

"California, Queen of Old Columbia" is the most popular song for California schools yet published. It has been recommended by many of our best musical and literary critics. Price, 10 cents. Address Mrs. Jennie L. Thorp, Healdsburg, Cal., or The Whitaker & Ray Co., 770-776 Mission street, San Francisco.

Osmer Abbott, formerly of Oleander, has been elected to the principalship of Coalinga High School.

* * *

Jose Hidalgo, formerly instructor in Spanish at the University of California, has been convicted of immoral conduct in the police court in San Francisco.

* * *

The Moss Beach School in the Montara District was dedicated Saturday, June 25th, with appropriate ceremonies. Speaches were made by J. F. Weinke, for twenty-five years clerk of the school district, by Mr. Roe, trustee of Mirian School, by Harr Wagner, editor of "The Western Journal of Education" and others.

* * *

Thomas F. Brownscombe of National City was elected supervising principal of the Santa Rosa Schools to succeed Professor Barker, who has gone to Oakland, by the Board of Education. I. D. Steele of the San Jose High School was elected vice-principal of the High School. Miss Elizabeth McDermott of San Francisco was also elected to a position in the school department. Fred McConnell was elected teacher of the commercial course in the High School. Charles F. Searcy was re-elected principal of the High School and H. F. Weinland of National City is the new principal of the Fremont School.

* * *

Mr. F. G. Sanderson, ex-principal of the San Mateo High School, has accepted the principalship of the High School at Los Banos.

* * *

Mr. F. E. Howard of the Elko, Nevada, High School has accepted the principalship of the High School at Bishop.

* * *

SCHOOL ROOM DECORATION

Miss F. Soule Campbell, the artist, has recently copyrighted and issued prints of Joaquin Miller, Ambrose Bierce, Professor Le Conte, Theodore Roosevelt, Mrs. Eddy and others. These prints sell for from $1 to $5. They are the most beautiful, most artistic and most appropriate prints for school use that have ever been issued.

The editor of the "Journal" has carefully examined the prints and recommends them for school room use. Address, Miss F. Soule Campbell, 2606 Bancroft Way, Berkeley, Cal., or The Whitaker & Ray-Wiggin Co., 766 Mission street, San Francisco, Cal.

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HIGH SCHOOL CHANGES

Arroyo Grande High School principalship has been accepted by Mr. Wm. A. Nord.

* * *

Azusa High School principalship has been accepted by Mr. J. S. Denton of Oxnard.

* * *

Mr. Herbert Lee of the Los Angeles High School has accepted the principalship of the Oxnard High School.

* * *

Mr. Jas. I. Martin of the Hanford High School has accepted the principalship of the Benicia High School.

* * *

W. A. Vivian has been elected principal of the Brentwood High School.

* * *

H. H. Tracy has been elected principal of the Ceres High School.

* * *

Mr. J. P. Ratzell has accepted the principalship of the College City High School.

* * *

Mr. R. S. Phelps has accepted the principalship of the High School at Concord.

* * *

Mr. Herbert Priestly has accepted the principalship of the Corona High School.

* * *

Mr. Theo. A. Cutting has accepted the principalship of the new High School at Danville.

* * *

P. B. Smith has accepted the principalship of the High School at Elk Grove.

* * *

Mr. Frederick Liddeke has been offered the principalship of the Fresno High School.

* * *

Mr. A. C. Peck has been elected to the Commercial Department of the High School at Gilroy.

* * *

Mr. Geo. Albee of Eureka has been elected supervising principal of the Tulare School Department.

This Advertisement cut out of the Western Journal is worth $5.00 to you.

Present to B. FEINSTEIN and you will be allowed $5.00 as part payment on any $50 suit. **B. FEINSTEIN, 696 Post St. Phone Franklin 4331.**

BOOK NOTES

Bailey & Germann's Number Primer, by M. A. Bailey, New York Training School for Teachers, and George B. Germann, Principal of Public School, Brooklyn. American Book Company. Price, 30 cents.

This book for the first year and a half of school is to be placed in the pupils' hands beginning with the second week. It is not a teacher's book, but teaches directly to the scholar the forty-five addition combinations, and their related subtraction combinations. It does this "intensively," foreshadowing multiplication and division by means of counting exercises. It teaches through visualization, without the use of troublesome number charts and time-consuming blackboard work.

* * *

Baldwin's Stories of the King. By James Baldwin. Price, 50 cents. American Book Company.

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AUGUST, 1910

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THE WESTERN JOURNAL OF EDUCATION

HARR WAGNER, Managing Editor

303 Phelan Building, San Francisco

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Volume XV

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Vol. XV AUGUST, 1910 No. 7

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Little Talks by the Way

By EDWARD HYATT

(Under this head Superintendent Hyatt will try to give some account of what he sees and hears and thinks in traveling about officially among the schools of California. It will be somewhat hasty and ill-digested, being jottings on the road. It will deal with personal experiences, and so may look egotistic. It will be subject to frequent change of opinion, and will seem inconsistent. It is done as a free and easy means of communication between the school people of the State and the central school office. If it provokes retort or comment, that will be printed, too, provided that it be brief and interesting.)

Correspondence Schools

In my walks abroad people often ask about the value of Correspondence Schools, asking advice as to spending money on them. Let me try to give my answer, to be taken for what it is worth. A correspondence school is better than nothing. It is a good thing if you can't do any better. But it can never take the place of a real school, with the inspiration and the oversight and the help of an actual teacher. The correspondence schools are a kind of a delusion and they absorb many millions of dollars every year but at least they do not do any harm, like patent medicines and headache powders. They make their money, of course, from the people who get no equivalent in return. That is, they lead people into undertaking work and paying for it who are not prepared for it or have not the capacity for it. Sixty per cent of those who pay for the various courses never pursue them. Only one in twenty completes a course. This makes a very cheap school

to conduct. It is easy to run a school where the attendance is less than ten per cent of the enrollment. Inexpensive, too.

*
* *

The Idea

It is a comparatively new idea, the correspondence school. The first one was started at Scranton, Pennsylvania, in 1892, and it has made great fortunes for the smart business men who promoted it. Sometimes I think the great extent and popularity of the correspondence school is a reflection on our public school system. Our free schools, kept up at public expense, should somehow be able to meet this desire for education that is exploited so profitably by the correspondence schools. Possibly we teacher folk are too set in our way, insisting on just so much of just these things in certain exact order. Perhaps we'd better be glad to have anybody study anything at anytime to any extent. Why not? Who knows?

*
* *

Teachers' Salaries

If you want some striking arguments on the salary question send 5 cents for the Woman's Journal of Boston, July 2, 1910. It contains an article on teachers' pay and the cost of living, illustrated by charts and diagrams, showing up the whole subject in a complete and vivid light.

*
* *

Limelight at Chico

For a week I have been in the thick of the Chico investigation that was ordered by the Governor of the State. It was one of the most distressing, fierce and thrilling experiences of my life. The different aspects of human nature, tragic, noble, petty, debased, degenerate, brave, cowardly, strong, and weak, were brought out in swift succession and in glaring colors. I think I could write the whole narrative so that it would be to you of most absorbing interest, vivid and alive. But not now. It is surrounded by such clouds of passion and partisan feeling and my own part in it was so intimate and delicate that it would be inadvisable for me to enter upon it here. I must talk about the weather instead and describe the scenery, leaving you to get the dramatic human action as best you may, and where you can. Some other time, perhaps, when the clouds roll by.

Matter of Revenue

Section 1840 of the School Law was made a law by the last Legislature. It provides a way for school trustees to levy small local taxes upon their own districts for additional school facilities without the difficulty and expense of calling an election of the people. This has seemed to work admirably during the past year and many people have written me that it is working well and serving a useful purpose. Up to date no one has complained that it is objectionable. This month is the time to use it if at all, for the coming year. It may be useful to some superintendents to see how the thing may be handled in practice. Therefore I give below the form that is used in Los Angeles County in taking advantage of this law. It is printed as one of the blanks of the superintendent's office.

*
* *

Form for Section 1840

To the County Superintendent of Schools of .....
County, California:

We, the undersigned, members of the Board of Trustees of ..... School District, of ..... County, California, being a majority of the above named board, estimate that the above named school district requires $..... for school purposes, as follows:

For teachers' salaries.....$.....
For maintaining the school.....$.....
For furnishing additional school facilities $.....
for the school year beginning July 1, 1909, and ending June 30, 1910; and that said school district will receive $..... of income from the state and county school funds for the said year; and that it is necessary to provide $..... additional for school purposes by a district tax.

We therefore submit this estimate to you and request you to approve the same and to submit a copy of the same, with your approval, to the board of supervisors and to the auditor of ..... County, California, as provided in Section 1840 of the Political Code.

IN WITNESS WHEREOF, we have signed this estimate this ..... day of ....., 1909.

Signed:

.....
.....
.....
.....
} Trustees

....., California, ..., 1909.

To the Board of Supervisors, and to the Auditor of .....
County, California:

Gentlemen:

As provided in Section 1840 of the Political Code, I submit herewith this copy of the special school tax estimate submitted to me and filed in my office on the ..... day of ....., 1909. I approve the aforesaid estimate, and respectfully request that the Board of Supervisors of ..... County, California, make the levy in accordance with the aforesaid estimate and request.

.....,
County Superintendent of Schools.

Directions.—Boards of School Trustees and City Boards of Education must make this estimate in quadruplicate, and should file the four with the County Superintendent of Schools not later than the 10th day of August of the current year.

*
* *

Efficiency of the School Depends on Choice of Teachers

No community in California is too small or too remote to have its district school. It is only necessary to start out with fifteen children and thereafter maintain an attendance of five children in order to maintain a full-fledged district, supported by the State and county, without extra expense upon the neighborhood. Six hundred dollars is the minimum yearly resource of such a school. Such generous and liberal support of the remote schools is very unusual in the United States, and it is highly creditable to California.

It imposes upon us the burden of rising to the occasion and making the schools efficient and serviceable to the State. Otherwise the public cannot continue its generous policy.

The schools are controlled by the school trustees, an army of 12,000 men, with a few women. They serve without pay and usually without glory and without decent appreciation. Nevertheless, upon their unselfish care depends the whole system of free schools.

The most important duty of the school trustees is the selection of the teachers. Some observations about this city are appropriate to the season.

Trustees do well to keep their old teacher unless he is very bad indeed. There is a tremendous loss of energy in the continual change of teachers. To let the old teacher go and hope

for a better one to happen along is folly. A given school, paying a given salary, will attract about the same kind of teacher and the change spells nothing but loss for both school and teacher.

Trustees are at a tremendous disadvantage in choosing new teachers. The recommendations that teachers carry about are usually untrustworthy. They never give any of the weak or objectionable points of the teachers; yet all teachers have weak and objectionable points. These recommendations are not fair and unbiased testimony at all. They are partisan, prepared and chosen before hand, not for the purpose of giving the trustees a real understanding of the real teacher but for the purpose of inducing the trustee to vote for the teacher.

*
* *

Letters of Recommendation of Little Value

The only testimonial of real value is the one direct to the trustee, that gives the weak features as well as the desirable ones. The personal interview is of value, too. If a teacher looks one in the eye, seems frank, good humored, kind-hearted, sincere and healthy, that is better than a cord or more of written recommendations. Recommendations by word of mouth must be taken on suspicion and weighed carefully. Why does this person take the trouble to speak thus? How is he connected with the applicant? What does he really know about schools, anyhow? What is there in it for him?

The safest recourse for trustees in estimating applicants is the county superintendent of schools. He has the best chance to know something about it. True, he might have an axe to grind himself, but probably not. And he knows that there is a hereafter. He has a responsibility. He does hate to recommend some one who will make a failure or turn out a misfit. You may depend upon what he says as being the best available testimony.

The best way for trustees to do is to foresee vacancies away off in the future and to prepare for them by finding out all about all the teachers in the country round. They should inquire of superintendents, other trustees and people, meet the teachers themselves, visit other schools now and then, and have an intelligent estimate of all the teachers within their sphere of influence.

Then, when they find the splendid, gracious, kindly, wise and self-sacrificing teacher, who is just what they would like

their boys and girls to imitate, they can lay plans to secure her. There are such in the land. One of them is worth ten times, yes, a hundred times as much as a weak, dishonest or inefficient teacher.

*
* *

Good Teachers Worth All One Can Pay Them

It would be a better bargain to pay her $200 a month for three months, letting the children go free the rest of the year, than to have a steady term of ten months at $50 a month with a poor teacher.

But such teachers don't often come drifting along. They must be sought for, and when found, must be cherished, like all other things that are worth having. They are worth all the money one can pay them and all the appreciation and support one can give them. The good they do is not interred with their bones, it lives after them and affects the community and other communities perhaps for centuries.

In their choice of a teacher the school trustees are shaping the life of their neighborhood away into the future. They surely cannot afford to let any petty, self-seeking motives enter into it. Relationship, friendship, boarding places, sectarianism, political affiliations and all such should surely be tabooed in dealing with so serious a problem as this. The whole success and efficiency of our vast and complex school organism depends upon the way our school trustees choose their teachers.

WOMEN OFFICE HOLDERS

Women are eligible to school office throughout the State. Half the county superintendents of schools are women. Women serve as school trustees. Women occasionally fill high educational positions, but usually the high-salaried places are given to men, who are promoted over the heads of experienced and able women.

Women are lawyers, doctors, and ministers in churches of all denominations except three. No law prevents their serving as jurors, but custom has so far prevented their service.

Women do not receive equal pay for equal work either as teachers or in other positions. Women receive less pay for identical or better work.—Alice L. Park in Women under Cal. Laws.

Figures from the Statistician

By JOB WOOD Jr.

REVIEW OF SCHOOL CENSUS FOR 1910

By Job Wood Jr.

		Gain	Loss
Number of Families Listed on Census who have Children	289,465		Gain 4,178
Number of White Children between 5 and 17			
Boys	226,829		5,658
Girls	223,358		3,515
Total	450,187		9,173—2%
Number of Negro Children between 5 and 17			
Boys	1,304		134
Girls	1,410		83
Total	2,714		217
Number of Indian Children between 5 and 17			
Boys	1,706		71
Girls	1,583		83
Total	3,289		154
Number of Asiatic Children between 5 and 17			
Boys	2,544	118	
Girls	1,504	192	
Total	4,048	310—8%	
Total Number of Census Children, those between 5 and 17 years of age	460,238		9,234
Number of Census Children who Attend			
Public Schools	343,642		9,320
Private Schools	32,802		565
No School	83,794	651	
Total Number of Children under 5 years of age	174,725	13,582	

At least 50,000 of the children under six are between the ages of five and six years. They are on the census but are not six years of age which is the legal age for attending school.

This deducted from the 83,794 who are of school age and yet attend no school would leave about 30,000 who may be in school and are not.

Nativity of Children of all Ages		
Native Born	617,182	2,354—13%
Foreign Born	17,781	1,994—.003
Total Number of Children under 17 Years of Age as Listed on Census	634,963	4,348
Number of Children who are Deaf	501	142—39%
Number of Children who are not Vaccinated as Required by Law	211,167	52,317—25%
Number of Children who are Gainfully Employed—that is, Who are Doing Work for Wages	15,739	

I cannot give the gain on this last item as this has not been called for in the past.

Average number of school census children per family as listed 1.59; loss .06.

Only families with children under 17 years of age are listed on the school census. This shows that during the year the number of census children per family has fallen from 1.65 to 1.59. The total number of children in the State under 17 years of age is 634,963. It will be seen that we have had a gain in the total number of children of 4.348 but the average number of children per family of those families having children under 17 years has fallen from 2.21 per family last year to 2.12 this year. If we could know how many families we have in the State we would find the ratio of children per family much lower as there are many families in each district that have no children.

Reasons for Decrease in School Census

The less number of children per family makes some difference but the new method of taking the census is responsible, more than likely, for the loss of 9,234. Under the old law the Census Marshal listed the children as he found them and made his report. There was nothing to prevent him from increasing the number excepting that he was sworn to take the census according to law. It is well known that an oath rests lightly on the shoulders of some individuals. Under the present law "The parent, or guardian or other person having the control of any child or children under the age of seventeen years who gives to the School Census Marshal the facts asked for by said School Census Marshal shall sign his or her name to the facts as given in. If said parent, guardian or other person giving in the census, cannot write, he may ask the Census Marshal to sign his name for him after which he must make his mark, the Census Marshal certifying that said person cannot write."

It is possible that persons giving in the census may increase the number of children or may give in the correct number and have that number increased by the Census Marshal, but when a father, mother or guardian is asked to sign the census roll he will hesitate to sign a false statement. Under the present law the Census Marshal has the power to swear a parent, or guardian as to the correctness of the statement and he has the right to arrest and have punished any parent or guardian who will not give in the census.

It will be seen that this plan should give a very correct census especially since many of the Boards of Education in cities go to the trouble of comparing the attendance in schools with the census roll.

There is another reason that may tend to decrease the census. In the years gone by the money was apportioned on the census basis. The more children listed the more money any county or district would get. But under the present law a school district with one census child gets its apportionment on teacher basis or $550. The school lapses on attendance and not on census. In a country district a school will get as much money on the teacher basis if it has ten census children as if it has seventy. So the trustees are not so careful to list all the children as they were in the past. The same trustees and Census Marshal should realize that each census child is worth in the State School Fund $7. So the decrease in the number of census children of 9,234 will decrease the State School Fund for two years $64,638. I say for two years for the present school census will be used as the basis of the levy for school money for two years by the next Legislature.

Thirty-eight counties gained in the number of families listed the most noted gains being Alameda, Los Angeles, Kern, San Diego, Tulare, Fresno, Stanislaus, Sacramento, San Bernardino, San Joaquin and Santa Clara.

Nineteen counties lost in number of families, the most noted being San Francisco, Nevada and Yuba.

Thirty-four counties gained in number of school census children, the most noted gains being in Alameda, San Diego, Kern, Fresno, Stanislaus, Riverside, Sacramento, Merced, Tulare, Imperial and Placer.

Twenty-four counties lost on school census, the most noted being San Francisco, San Mateo, Los Angeles, Humboldt, Nevada and Calaveras.

It will be noted that the agricultural counties with one or two small exceptions gained both in number of families and in school census children. This may indicate two very important facts. First it is possible that in the past the school census has been very carefully taken so that the new method has made no difference. Second, the trend of the population is to the farm where the family can live at less expense.

Attendance in School

It will be noted that there is a loss on attendance in school of 9,320. This is as reported by the Census Marshal. The teachers' reports have not been compiled as yet. This would indicate that the school census is correct in reporting a falling off of the number of children. The counties having a large number of children attending private schools are losing

about ten dollars per child on attendance of State School Money, the rate of apportionment last year being $10.16 per pupil on average daily attendance.

Counties	Number of Families Listed on School Census of 1910 Compared with those of 1909 showing Gains and Losses by Counties.			Number of School Census Children for 1910 Compared with those of 1909 showing Gains and Losses by Counties.		
	Families	Gain	Loss	Cen. Child.	Gain	Loss
Alameda	33,055	1,733		51,390	833	
Alpine	47	1		68		18
Amador	1,288	21		2,159	30	
Butte	3,471	50		5,604		60
Calaveras	1,238		66	2.362		116
Colusa	890		10	1,573		78
Contra Costa	3,947		13	6,507	5	
Del Norte	347		2	672	27	
El Dorado	897		75	1,537		88
Fresno	10,169	529		16,456	591	
Glenn	863	87		1.444	99	
Humboldt	4,306		34	7,305		254
Imperial	1,339	190		2,106	219	
Inyo	618	35		1,075	3	
Kern	3,812	689		5,812	732	
Kings	2,181	145		3,507	141	
Lake	810		23	1,323		65
Lassen	630	39		1,047	56	
Los Angeles	60,742	1,489		88,173		278
Madera	966	36		1,568	46	
Marin	2,764		96	4,702		1
Mariposa	444		8	735		38
Mendocino	2,862	10		5,014		21
Merced	2,070	23		3,546	238	
Modoc	830		1	1,542	70	
Mono	199	6		347	8	
Monterey	3,056	166		4,982	5	
Napa	2,161	88		3,664	53	
Nevada	1,813		142	3,181		176
Orange	4,585	165		7,675	96	
Placer	2,081	98		3,340	213	
Plumas	565	38		891	33	
Riverside	4.211	75		6,917	287	
Sacramento	7,617	378		11,177	279	
San Benito	982	20		1,612	11	
San Bernardino	7,286	236		11,171	23	
San Diego	7,081	646		11,114	798	
San Francisco	46,766		3,888	74,729		13,329
San Joaquin	5,698	236		8,907	110	
San Luis Obipso	2,508	108		4,630	34	
San Mateo	3,268		61	5,511		279
Santa Barbara	3,433	72		5,712	19	
Santa Clara	10,635	204		17,998		69
Santa Cruz	3,426	4		5,812	59	
Shasta	2.351	38		4,057		14
Sierra	433		20	680		31
Siskiyou	2,242	6		3,820		51
Solano	3,036		59	5,046		10
Sonoma	6,420		49	10,659		71
Stanislaus	2,966	433		5,061	461	
Sutter	849	37		1,413	50	
Tehama	1,447	1		2,621		89
Trinity	350		31	663	3	
Tulare	4,995	541		8,443	223	
Tuolumne	1,211		26	2,208		45
Ventura	2,339	39		4,111		26
Yolo	1,771	79		2,768		11
Yuba	998		109	2,092	130	
Totals	289,465			460,238		

Total gain over 1909, 4,178.

Total loss over 1909, 9,234

State Board of Health

THE EDUCATOR'S NIGHTS

By Herbert Coolidge

It is fitting that those who spend the days within four walls where attention to detail is incessant and pressing should spend the nights under the stars and be lulled to sleep by rustling leaves and the fluting notes of tree toads.

Sleeping out of doors means a constant supply of fresh air potent in the building up of bodily resistance and vigor—plus something else. For in roof-and-wall-bound chambers the cares of the day are prone to make their bed with you. But lying at ease in the open, breathing spicy night odors, letting vision have the range of the universe, soothes one's mind for sleep that creates a new spirit in a night.

Not a few do not sleep out of doors because they tried it once—on the front porch. And some one called, on other members of the household, so that going to bed early was out of the question. Perhaps midnight came before the wind drove the mosquitoes away. Then there was a cat or two that could not be permanently kicked off the foot of the bed; or a dog that meandered with scratching toe nails, or pounded his gambol joint on the floor when industriously scratching fleas. The night passed, but with its passing came the early rising fly. There are those, too, who made a fresh air plunge in mid-winter, got a bad cold, and went back to four walls and closed windows. People who have failed to sleep out of doors, and people who have never tried, may find points of interest in the following notes on the photographic educative exhibit that is being prepared by the State Board of Health for the campaign against tuberculosis.

This time of year sleeping quarters in the back yard are easily arranged. The chief difficulty is to guard off the malaria mosquito and the pestiferous fly. An airy and inexpensive screening arrangement can be made out of the cheap, stock screen doors. One screen door laid flat-wise will form the top of a covering for a cot. A pair of screen doors can be adjusted to enclose the sides. These should be hinged from the upper side so that they will swing easily outward. The apertures at either end may be covered with mosquito netting.

In covering a double bed the top can be made of two screen doors, laid flatwise and side by side. This top may be supported by another pair of screen doors, one door being placed edgewise at the foot of the bed, the other in the same position at the head.

But in the long run it is of course much more satisfactory to make an out-of-door sleeping arrangement that will be usable summer and winter. For this purpose a bed that can be projected out of the window is perhaps the most practical. An ordinary spring cot with folding legs can be easily adapted to serve this purpose. If the legs are spliced so that they will be as long as the window sill is high, the head of the bed can be rolled out into the fresh air at will. When this operation is performed the head pair of legs will hold underneath, allowing the cot to be extended as far as is desired. An arrangement that from the street will look like a window garden can be built out from the window ledge to receive the bed when projected.

This built out portion also makes a good frame for screening. A heavy canvas should be rigged from the waist of the sleeper in such a way that the wind will not course through the window. This type of bed will enable one to sleep out under the stars in the top story of a sky scrapper, and makes "being driven in by a storm" a very simple matter.

Even the people who are very susceptible to colds can cultivate immunity from the elements by sleeping out of doors in the balmy nights of summer. But so far as this is concerned, that which builds up the bed-ridden patient is not very apt to harm a comparatively healthy person.

* * *

THE N. E. A. IN SAN FRANCISCO IN 1911

San Francisco will probably have 25,000 enrolled and no one will be surprised to have it pass 35,000.

The round trip rate from Boston will be $90, with choice of routes returning and with stop-over privileges anywhere west of the Missouri. Correspondingly low rates from all points.

The railroads will give early assurance of these rates. There will be excursions from all points in the United States, and teachers will begin to plan at once for a summer on the Pacific Coast.

San Francisco will have an advance enrollment of from 7,000 to 10,000, and other Pacific Coast States will carry it 3,000 higher.

GENERAL SCIENCE--ITS SCOPE

By Percy E. Rowell

Delivered at the Summer Meeting of the P. C. A. C. P. V.

The purpose of a course in General Science is to serve as an introduction to all the sciences. By this I do not mean that it should teach the elements of all the sciences, for the elements of even once science can be mastered, only with difficulty, in a single year. Since science, in any of its orthodox divisions, seems to frighten the incoming pupil, General Science should serve as a social introduction, making the study of the main branches of science interesting, freed from embarrassment and even fear, and having a live human interest. The difference between elementary science and introductory science is very great. All of the high school science is elementary; General Science should be introductory and should be given in the freshman year.

While General Science must necessarily be general in its nature and not specialized, it must not be indefinite nor indeterminate. The teacher must have some plan for the year's work, whether it is called a course of study or an outline. If the teacher has a broad preparation in science he can prepare his own outline, otherwise there is a great danger that he will teach what he knows the most about. The temptation to shine cannot be resisted, and the course becomes highly specialized physical, chemical, astronomical or some biological science, according to the preparation of the teacher. At the beginning of the year the teacher must plan out, or supply himself with some definite outline. This may be modified in detail and the greatest good will come from a flexible course. Teachers would do well to form corresponding societies, for the interchange of ideas, but there must be a definite outline as a basis for the work.

The subject matter may be approached from several standpoints. The best way to arouse interest is by appealing to the needs of the individual. This may be a selfish view but education is distinctly a growth of the self. Education is individualistic. The needs of the individual, which interest him the most, are food, heat, and air. Starting from these, with an ever widening horizon, all of the sciences, in an introductory manner at least, may be taken up and an interest aroused in them which will be lasting, because vital.

When the outline is prepared there must be many refer-

ences to a large number of texts on the various subjects. By texts I do not mean reference books. The latter are for more advanced pupils. Thus the outline should be a guide for the proper study of carefully selected texts. The advantages are many: The pupils realize that there can be several ways of saying the same thing; the awe imbued by a single text is lost; the student ceases to read words but acquires the ability to absorb an idea from a paragraph, or a page—the beginning of the proper use of books; there are discussions in regard to the best way of expressing an idea; the texts themselves have been worked over and the special information put into a shape which is more adaptable to the immature mind than is the information contained in reference books. Thus reference to texts becomes broadening, awakening, and stimulating.

The value of a General Science course is two-fold: Knowing a little about a great many sciences enables the pupil to obtain a bird's-eye view of each science, and a day's lesson in some one of the elementary sciences ceases to be a blind alley, or a path, which must be followed with complete faith that the teacher knows where it will lead; or what is far worse, the pupil may lose all interest and perform the work merely mechanically, if he does not appreciate the goal of the course. He can see the inter-relations between all sciences, and can reason from many points of view.

The other value lies in awakening the mind to the vast possibilities not only of scientific knowledge, but also to the realization of the countless applications which can be made of that knowledge and which explain the manifold expressions of Nature. A course in General Science should reach a pupil in, at least, one science, and stimulate his ambition to learn more about that one. If this be so, we must hold two ideas in the presentation of such a course—to overcome narrowness, and to stimulate ambition.

To sum up: The course in General Science, to be successful, must be guided by a definite outline, with variable details, referring to many well-chosen texts. It should serve as an introduction to all of the sciences and stimulate scientific ambition, overcoming dread and narrowness, by appealing to the pupil through his aroused, vital interest. General Science must be taught constructively, constantly building upon the factors which enter the pupils daily life.

* * *

More playgrounds means better health, better work and brighter children.

WHY NOT TEACH THE GEOGRAPHY OF TODAY?

By Thos. P. Brown

So rapidly does the commercial and political world grow nowadays that the modern teacher must look beyond the covers of the school geography to the busy life beyond the school windows if he would bring the real, live geography of the day within the practical, sensible horizon and future needs of the boys and girls who "go to school" to him. When large sections of transcontinental railroads, to say nothing of increasing electric facilities, are projected and built in about the same time that it takes to write, print and market a text-book, it is not surprising to find wide awake instructors using maps and folders from convenient railroad offices to supplement the regular course.

A boy will study better with an actual railroad map on his desk than with the time honored text-book. The richly illustrated literature issued by the chambers of commerce and boards of trade when divested of occasional exaggeration and invested with the enthusiasm of the teacher, provides an up-to-date means of teaching pupils the resources and attractions of their own city or neighborhood which impel prospective residents to settle and eventually to contribute to the support and advancement of the schools themselves.

As each fact is best taught to the child by linking it with some other fact already familiar to him in his limited experience, local geography will first be taught. If one demands the psychology of it, it is proceeding from the "known to the unknown," that old by-word of normal school days.

Every child who is old enough to go to town, or to go down town, whichever it may be, should be able to direct strangers and to tell where the chief points of interest are. If he is in a country school, he will be encouraged to draw maps of the roads, the landmarks, the streams and the mountains. The United States Geological Survey maps, which may be had for five cents, will prove of great aid in this. If it is a city school, a map of the business section, with the location of the chief buildings, the parks, and other points of interest, will prove a valuable diversion or excursion, whichever it may be called. In this connection it would be a practical thing to question the children as to the routes of street car lines, asking how to get to a given depot, the chutes, or the

leading parks. The immediate territory from which the school draws its attendance, will form a good subject for a map, and in this the child will locate his home, and perhaps the fire alarm boxes, a by no means useless bit of information nowadays.

The daily paper is the newest and latest text-book on all subjects. There isn't a subject covered in the geography that isn't touched upon in some way in each issue of a large paper. If a teacher goes to school with a paper in his back pocket, or under her arm, and opens it for a few minutes before the class and touches upon a few points each day, it is very probable that there will be something of direct connection and in direct relation to the subject matter of the geography. And the fact that one "sees by the paper" that there's a large shipment of nitrate, for instance, coming from one of those South American ports to San Francisco, or San Pedro, or San Diego, will make it easier to get the child to interest himself in those salient facts which are to be learned from the geography. It would be fine, if one had a geography with wide margins, or blank pages in which to paste such clippings. The papers will soon be full of census returns. Then will be the time to change the population figures in the lists of cities.

With the foregoing as a lead, it is not difficult to see that this is written with the purpose of urging the use particularly of three valuable aids and sources to supplement the "book"—newspapers, railroad and steamship maps, and chamber of commerce and development material. The use of these will have a wonderful effect in arousing interest and in bringing to the front the ideas as well as the facts which the teacher, and especially the parent desires his boy or girl to gain from the short time spent in the school room.

In following up this subject, I have had a good deal of correspondence regarding the use of this material, and have kept in touch with those who issue it as well as those who use it. The idea of using more of this material in the schools has provoked cordial and enthusiastic response from men of the affairs and men of the commercial world. It is my belief that a teacher or school principal can entrench himself strongly in his position, and perhaps lay the way for the promotion to which a vigorous, progressive school man is entitled by keeping in touch with the commercial and business projects of his community, which will in turn provide future revenue for the advancement and upbuilding of the schools themselves. I have in mind particularly the support that the

superintendent of one of California's largest cities gave the recent campaign for the local good roads movement. This superintendent prepared booklets on the "Arithmetic of Good Roads," and had them used in the schools. He is still superintendent of the schools of his city and is likely to hold that position as long as he desires.

The extracts from the letters referred to follow:

"The Committee heartily endorses the idea of using literature issued by development organizations in teaching geography. In fact this idea is in line with the efforts of The Committee for some time past to induce educational institutions to employ county literature in teaching."—Rufus P. Jennings, former Chairman of Promotion Committee, San Francisco.

"Its attractions may sometimes be put into an exaggerated perspective by the advertising materials which are available for use in such teaching. Such publications not infrequently indulge in 'hyperbole of praise comparative.' The exaggerations are to be avoided in school instruction. There is enough left of fascinating interest when such excess has been reduced. On the other hand the use of such geographical apparatus as must be used in every day life, time tables. weather maps, maps of topographical surveys and the like can be made extremely useful."—Dr. Elmer E. Brown, United States Commissioner of Education, Washington, D. C.

"It seems to me that it is necessary to dilate upon the great variety of geographical subjects in which California abounds. For instance, many children grow up in the middle west and never see a mountain, and others rarely have an opportunity to see a river, and never to see the ocean. You are on the right track."—Dr. E. C. Moore, Professor in Yale University.

"I believe that the greatest good in teaching geography will come from selecting prominent centers in the State and then traveling out from those centers.

"1. Every teacher of geography ought to have the Sunset Magazine.

"2. Copies of special editions of newspapers published in California.

"3. The bulletin of the geographical surveys of California.

"4. Pictures of every class and kind obtainable, pertaining to California and California scenes.

"5. Personal travel in California.

"6. A keen appreciation of the things that are to be found in our own community.

"7. The stories of the Old Missions.

"8. More than a passing acquaintance with the writings of Bret Harte and Mark Twain."—Mark Keppel, County Superintendent of Schools, Los Angeles.

"Our young people ought to be informed of the rightful inheritance in California's resources, in the electric power rights, in the water sources of the Sierras capable of running all the machinery of industries in the valleys. These should be owned by the government and only leased on royalties to private corporations.

"Similarly our reclamation of the Sacramento Valley overflowed lands, our deserts, our various industries peculiar and particular to California and obtainable only by original researches—these all should be exploited.

"We should go further and make clear to our boys and girls the roads to individual opportunities; what the facts of industrial life are; how much a man makes in the trades; how to get into them; what the future of each is; what the real profits are of orchards, hay farms, asparagus farms, stock farms, alfalfa farms, orange farms; how to get into farming and how to keep out of it; what are the ways of getting into commercial life, its fields, emoluments; whether to begin as an office or errand boy, or in business schools, etc."—Dr. Frederick Burk, Principal San Francisco Normal School.

Taking the number of commercial and improvement organizations, each intent upon the upbuilding of the field represented, as one criterion, it is safe to say that California has a host of citizens duly and truly invested with State pride. Every town of any size and every city has one or more of these organizations. They are known by various designations. Perhaps it is the Chamber of Commerce, perhaps the Board of Trade, or the Merchants Exchange, or the Improvement Club. The California Federation of Women's Clubs includes many associations of worthy women who are primarily interested in the welfare of their own community, perhaps the schools as the salient idea, or again the parks or other features of healthy civic appearance.

It is impossible in these space limits to give the names of the organizations which issue literature of value in this phase of geography teaching, but a letter addressed to the secretary of the chamber of commerce or board of trade of the county seats, or the cities mentioned in the following list will secure a courteous reply as well as a copy of the literature or booklet published. This material is invaluable for teaching down to date geography. The pamphlets contain in many cases fine pictures, which form nucleus for scrapbooks of pictures, whereby the subject may be taught almost automatically to the pupil. Pictures may be cut out and pasted on individual sheets of paper. The material may be read and digested by the teacher for with the purpose of enriching her knowledge of her own State. The following is a list of some of the best of the booklets on California which I have had personal acquaintance:

"Alameda County," illus. booklet; 'Alameda, California's Island Home City," illus. booklet; "Berkeley, The Story of," illus. booklet; "Oakland Chamber of Commerce Monthly Bulletin"; "Oakland," illus. folder; "San Leandro," illus. booklet.

"Ione and Its Surroundings," bocklet.

"Chico," illus. booklet.

"Colusa County and the Sacramento Valley," illus. booklet.

"Del Norte County as It Is," illus. booklet.

"El Dorado County, Nuggets from," illus. historical and descriptive booklet.

"Fresno County," illus. booklet.

"Glenn County," illus. booklet; "Alfalfa Growing in Glenn County," illus.; "Willows," panoramic folder.

"Humboldt County," illus. booklet; accompanied by other leaflets.

"Inyo County," illus. booklet.

"Imperial Valley Press"—special editions containing cotton articles; "Tract No. 3" of Ten Thousand Club of El Centro.

"Kern County," illus. booklet; "Kern Co. Map and Description."

"Kings County," illus. booklet; "The Jacob Rancho"; "The Laguna De Tache Ranch"; "The Empire Ranch"—both folders; "Kings and Kern Canyons and the Giant Forest," illus. booklet.

"Lake County in a Nutshell," booklet.

"Los Angeles City and County," illus. booklet; "Los Angeles, N. E. A. Guide Book"; Hollywood, Story of," illus. booklet; "Hollywood Tunnel Edition of Los Angeles Herald"; "Long Beach Beautiful," Feb., 1907; "Long Beach," illus. booklet; "Pasadena," illus. booklet; "Pasadena," Arrowhead Special Edition; "Pomona Daily Review," illus. edition March, 1909; "San Pedro, the Harbor City," illus. booklet; "Santa Monica," illus. booklet.

"Madera County," illus. booklet.

"Marin Journal: New Era Edition," illus.; "San Rafael Panoramic Folder."

"Mariposa County," booklet.

"Merced County," illus. souvenir.

"Mendocino County," illus. booklet.

"Modoc County, Awakening of," booklet.

"Monterey County," illus. booklet; "Monterey County Souvenir," illus.; "Pacific Grove," illus. leaflet; "Hotel Del Monte," folder; "Pebble Beach, folder; "University Tract," folder; "Golf at Del Monte."

"Napa County," illus. booklet; "Napa Valley, a Virginian's View"; "Napa County," new illus. booklet.

"Nevada County," illus. booklet.

"Orange County," illus. booklet.

"Placer County," illus. folder; "Colfax," illus. folder; "Auburn," folder.

"Riverside County," illus. booklet; "Riverside, the City Beautiful," illus. booklet.

"Sacramento Valley, Opportunity Edition of Sacramento Union"; "Sacramento Valley Number of the Great West"; "Facts About Sacramento County"; "Sacramento City," panoramic folder; "What You Can Buy in the Sacramento Valley," folder.

"San Benito County," illus. booklet; "Hollister, Poultry Raising."

"San Bernardino County," illus. booklet; "San Bernardino, the Gate City," illus.; "Redlands," illus. booklet; "Canon Crest Park," illus.

"San Diego," illus. booklet, county edition; "San Diego City," illus. booklet; "San Diego Union Special Elks and Other Editions."

"San Francisco, What to See in."

"San Joaquin Valley," illus. folder; "San Joaquin County: Gateway Magazine Numbers"; "Lodi," illus. leaflet; "Stockton—Arithmetic of Good Roads."

"San Luis Obispo," illus souvenir.

"San Mateo County," illus. booklet; "San Mateo City," illus booklet.

"Santa Barbara County," illus. folder; "Lompoc Valley," illus. booklet.

"Santa Clara Valley," illus. booklet; "San Jose Invitation to Elks," illus.; "San Jose," illus. booklet; "Summer at Palo Alto" and "Beautiful Palo Alto."

"Santa Cruz County," illus. booklet; "Santa Cruz," illus.

"Shasta County," illus. booklet.

"Siskiyou County," illus. booklet; "Siskiyou the Golden," in Sunset.

"Solano County," illus. booklet.

"Santa Rosa and Vicinity," portfolio edition; "Healdsburg and Surroundings," illus. booklet; "Petaluma," illus booklet; "Cloverdale," leaflet.

"Stanislaus County," illus. booklet; "Modesto," panoramic folder; "Turlock Journal," special edition; 'Sunny Stanislaus"; Turlock Board of Trade's "California, the Land of Opportunities"; "The Great West-District Irrigation Number."

"Sutter County," snapshots and sketch.

"Trinity County," booklet.

"Tulare County," illus. booklet; "Porterville Recorder," citrus edition; "Visalia Delta's, Cal. Promotion Committee Edition"; "Tulare County, What Other People Say"; "Lindsay District," descriptive booklet; "Lindsay," panoramic folder.

"Tehama County," illus booklet; "Iron Canon Project"; "Red Bluff," panoramic folder; "Maywood Colony"; "Corning," panoramic booklet; "Red Bluff News," special editions.

"Tuolumne County," pictorial and descriptive book issued by the Union Democrat.

"Ventura County," illus. booklet.

"Yuba County," illus. booklet.

"Yolo County," illus. folder and map.

The following additional sources should also be mentioned in this connection:

Publications of the California Development Board, San Francisco, including the "California Annual" of the California Promotion Committee, and "California, Its Resources and Possibilities," (California State Board of Trade). A good map of California is included in this publication. "Orchard and Farm," San Francisco, covers numerous fields of California's industrial and commercial progress. "Sunset" carries timely articles of great value.

The railroad and steamship companies spend a great deal of money in issuing finely illustrated booklets and folders. In this connection may be enumerated:

SOUTHERN PACIFIC: "North Bay Counties"; "Orange, Prune and Settler Primers"; "The Inside Track"; "Lake Tahoe"; "California Where Cool Sea Breezes Blow"; "California's Coast Country"; "California South of the Tehachapi"; "Wayside Notes on the Sunset Route"; "Yosemite Valley"; "San Francisco Overland Route"; "Big Trees of California"; "Lake Tahoe," panoramic folder; "California Fishing"; "California, Map of State," with description, etc.; "Yosemite in Winter"; "California for the Home Maker"; "Shasta Springs"; "Fallen Leaf Lodge"; "California, a Camper's Paradise"; "The Overland Route to the Road of a Thousand Wonders."

SANTA FE: "The Grand Canyon of the Colorado"; "Where California Began"; "Southern California Folder."

SALT LAKE RY.: "The Sign of the Arrowhead"; "The Mountains of Mystery and the Valley of Romance."

YOSEMITE VALLEY RY.: Yosemite folder.

PACIFIC MAIL and Toyo Kisen Kaisha folders.

CALIFORNIA TRANSPORTATION CO. and S. P. Sacramento River folders.

MONTICELLO STEAMSHIP COMPANY: "On the Bay of San Francisco."

PACIFIC COAST S. S. CO.; "Alaska Indian Mythology"; "Alaska via Totem Pole Route"; "All the Year Round Tours"; "Pacific Coast Folder"; "Winter Outings in Sunny California."

PECK-JUDAH, SAN FRANCISCO: "Summer Trips"; "Touring California, Washington and Oregon."

* * *

A VISIT TO THE INDIAN SCHOOL ON THE GARCIA RIVER

By Frances C. Fulton

Mendocino! Mendocino!
Where the redwood forests grow;
Mendocino! Mendocino!
Ah! I love you well, I trow,
With your rock-girt, jagged coast line
And your cliffs so steep—so high,
With your gulches, and your rivers
And your ocean rolling high.

Should you ever go to Mendocino County, on the northern coast of California, take the lumbering stage-coach until you reach the little hamlet of Manchester, and there inquire for the teacher of the Indian school, who, when she knows your object, will welcome you cordially.

Get into her buggy and drive with her three miles inland, from the blue Pacific, until you reach the school house perched high above the glassy Garcia River.

A more ideal location for a school for "forest children" could scarcely be imagined. Picturesque it certainly is. Far below winds the river; overhead the tall redwoods lift their heads, their branches drooping protectingly earthward. Alas, the poor Indian, he surely needs protection!

This Indian school and adjacent houses stand upon ground owned by the Northern California Indian Association. These Indians belong to the Pomo tribe and have lived in this vicinity about sixty years. Years ago, these Indians bought a piece of land, but having no legal title, the death of the white owner made them victims of eviction. As they were unwilling to leave the locality where they had lived so long, the California Association bought the strip of land by the Garcia River and there they still remain.

It was in the year 1894 that Rev. W. R. Grant, a Methodist clergyman stationed at Manchester, interested himself in the welfare of the Indian children and organized the school.

While East on a visit Mr. Grant enlisted the sympathies of Miss Ella S. Brown, a public school teacher, who was prevailed upon to come West and take up the arduous work of the Indian school.

Miss Brown has remained all these years—teacher, friend, Sunday-school superintendent, physician, advisor, and correspondent. The work has been enough to rack the nerves, as well as the body, of a much stronger woman but she remains at her post.

Go with us, if you will, to that little school house. A picket fence surrounds a garden—the children's garden—where roses, pink, white and red, are nodding in the breeze. Unlock the door and enter. The room is of medium size and contains the usual school-room furniture—desks, blackboard, and, yes, best of all, an organ.

The teacher rings a bell and up the steep bank the dark-skinned children come, hanging back a little when they see a stranger within their domain. It should be remembered that this little school is far removed from a large town, and so out of the way of travel that visitors are not numerous.

School opened with reading: Romans 13-7-10 and then the children (ten or twelve in number) sang "Somebody":

"Somebody did a golden deed,
Proving himself a friend in need;
Somebody sang a cheerful song
Bright'ning the skies the whole day long,
Was that somebody you?
Was that somebody you?"

Then the little tots—three in number—stood in front of me and sang "The Bees' Song":

"Buzz, Buzz!
This is the song of the bees;
His legs are yellow,
A jolly, good fellow,
And yet a great worker is he."

I never shall forget their tiny dark faces, and snapping black eyes, which they turned upon me questioningly, at the conclusion of the last "Buzz! Buzz!"

Sometime previous Miss Brown had read the children about the childhood of Hiawatha, and turning suddenly to them she said: "How many of you remember anything about Hiawatha?" "I do," replied Walter Franks and Walter Bogus.

"Very well, here are scizzors and paper," said the teacher; "you may tell us through paper-cutting what you remember about Hiawatha." She handed the children some scraps of bright-colored paper, and all the boys and two or three girls went to work.

In a few moments there sat old Nokomis in front of the wigwam with Hiawatha in his cradle. A little later Hiawatha, his canoe, and the birch tree appeared; then the reindeer and the squirrel materialized before my eyes.

By this time I was deeply interested, for those children had never received one suggestion as to what they should do, nor, as Miss Brown told me later, had they ever received any instruction as to the manner of doing it. They used no pencils to block out their designs—nothing but their imaginative little brains and dexterous fingers. And these were Indian children who had no one at home to praise or encourage them.

I asked the children if they would do some "cuttings" for me and they instantly replied: "You can have this," and "We'll do some more for you, too." They have kept the promise made, and some time ago there came to me through the care of "Uncle Sam" what I consider a valuable package.

In the course of the morning the teacher said: "It is a very difficult thing to get these children to use the pronouns correctly. Then holding up a pencil she asked, "To whom shall I give this pencil?" "To Harry," said Walter. "No, no"; she corrected. "I shall give it to—?" "Her," spoke up precocious Josie. "What! Her?" said the teacher pointing to Harry. At this they all laughed, but upon repetition of the question gave the "same" answer. After awhile, however, it seemed to dawn upon them that "him" meant "Harry," and they said, "Give the pencil to 'him.' "

After lunch the class sung for me from "Mother Goose Rhymes," and, in return, I told them stories about the outside world. Their favorite song is "My Little Fiddle" which shows that the taste of the Indian child is not very different from that of his white brother.

My Little Fiddle

I wish I had a little fiddle of my own;
Then on it I would play so sweetly every day,
Te-dee-dle-dum-te-dee-dle-dum-te-dum-dum-dum."

"O! that would be what I would do when school was done;
For every afternoon, I'd play a merry tune,
Te-dee-dle-dum-te-dee-dle-dum-te-dum-dum-dum."

"O! all the boys and girls would come to hear me play;
I'd draw a merry bow across the strings, just so,
Te-dee-dle-dum-te-dee-dle-dum-te-dum-dum-dum."

Later in the afternoon when I sat beside Eralina, she drew from her desk a patchwork quilt, and when I told her that I, too, made a similar one when I was a little girl, she was greatly pleased.

After school we visited two pupils who were ill with whooping cough. They were sitting upright on the floor of the cabin with their feet under them. One little girl, about nine years of age, had the most pathetic face I ever saw. I said to Miss Brown, "That child's face haunts me." In a recent letter from Miss Brown she said, "Poor little Betsy, the one with the 'pathetic face' went into quick consumption and died. She never uttered a complaint and when I would ask her how she was, it was always the same answer, 'A little better.' "

Consumption seems to be the scourge of the Indian. I visited a really beautiful and attractive girl of seventeen years who was fading away and has since died. She had been a pupil in one of the large Indian schools and considered exceptionally bright, but at the first intimation of the dread disease, had been sent home to die. As I talked with her, so bright of mind, yet lacking proper care and suitable environment, I thought would it were possible to make some provision for such Indian boys and girls whereby they could receive proper care during the few brief months of their shortened lives.

Over such cases, as in all others, Miss Brown casts her watchful eye, but it is impossible to do more than give a general overseeing, which is not sufficient for urgent cases.

It has been truly said that "Never did the Indian need more than today that some one should care for his 'mind' in order to save his 'body.' "

The next generation will be more enlightened and far more self-reliant, as it has been the aim of Miss Brown to instil in the mind of the children under her supervision that they must be "not only good, but good for something."

The girls are taught to sew and early in life are capable of making their clothes.

June and September are vacation months. During June the children pick berries and in September they work among the hops.

Occasionally one of the brighter children is sent to one of

the large institutes for Indian children, but the majority of them receive their entire education in this remote school house on the Garcia.

It will be easily seen that these "inexpensive day schools" are of the greatest value to the Indian race and should be multiplied many times. All honor to the teachers of our Indian schools.

By the Garcia River

Underneath the redwoods tall
Stands a school house poor and small.
Wearily the teacher stands
With her head between her hands.
But she cares not for the pain,
There are thoughts within her brain
That are for humanity
By the Garcia River.

Overhead the sky so blue,
Nature's most exquisite hue,
Made the river-god, alas!
Turn into a looking-glass.
Little recked he for the pain
That must come with falling rain.
Thought he of humanity
By the Garcia River.

Here the dark-skinned children play,
Learn to think, to sing, to pray;
Here their sun-kissed gardens aid
Growth of soul for youth and maid.
In the breeze the roses sway
Carrying fragrance down life's way,
Blessing poor humanity
By the Garcia River.

Half a score of cabins stand
On the Association land;
While a wigwam, as of old,
Doth the oldest couple hold.
And that sweet-faced woman shares
Every joy, and all the cares
Of that child humanity
By the Garcia River.

Farewell! school house on the hill;
Farewell! river, winding still;
Farewell! yonder wooded height
Dark against the noonday light.
Farewell! woman "full of grace,"
Champion of a "passing race,"
Living for humanity
By the Garcia River.

* * *

BOOKS ONE OUGHT TO READ

A List of Volumes for Libraries to Place on a Separate Shelf Together to Aid in the Culture of its Readers

Arranged by Mrs. Mighels, "Aunt Ella Sterling"

When I received notes from our young girls and young women asking me for a list of nice books to read, it set my brain to working overtime. When the boys out in the street at the "Literary Bonfire" bluntly demanded of me, "What is a good book to read? Do you think 'Jack Harkaway' is all right, and "Alger?' I felt that the time had come for some of us to do a little thinking on serious lines.

We have libraries everywhere but not one person to say to the young, or the old, either for the matter of that, "There are treasures here on these shelves, but you will have to study to find out which is the valuable and which of these volumes is worthless and not deserving of a moment's notice or wasting your precious eyesight over." I remembered the list of the one hundred best books compiled from time to time by scholars and teachers but they were not adaptable to these needs. It should be some concise gathering of volumes tending to give a knowledge of things of literary value to our ordinary young man or woman or boy or girl of a larger mental growth than mere children. What I have in my mind is a "Little Arkadian Library" to be added to every other library throughout our State, or gathered from its own riches, and set apart upon a shelf of its own for the guidance of those who are eager to improve their minds but have no one to whom to appeal for assistance.

There are certain primal things which ought to be known to everyone, such as the proper meaning of the name "Frankenstein" for instance. The reporters trying to be literary in their writings upon the subject of the late prize-fight in Nevada

referred to one of the participants as a "Black Frankenstein." But he was woefully ignorant in the use of this term for the reason that Frankenstein was a gentleman and a scholar and a chemist who by his great research and knowledge contrived to create a living being without a soul which was called a "Monster." What the reporter meant to say was that one of the participants loomed up like a "Frankenstein's Monster." But he had never read Mrs. Shelley's story so did not know what he was talking about.

Now it is for the lack of solicitude upon the part of the elders that our young people are growing up in this kind of ignorance in spite of the efforts of the public school. It is just as easy to read a good book as a worthless one only that nobody seems to care what the young people are reading and so the miserable ones are as common as weeds and the worthy ones as rare as rich red roses fragrant to the heart with richness. There is such a thing as reading too much in our libraries as they are at present. One story follows another, dozens after dozens, and hundreds after hundreds and when they are all gone over, there is not one idea, one thought that remains to benefit the brain or the life of that reader. All the stories of our great men show that they had few books in the homes but they were of the best to be had and were read and re-read until they became a part of that youth's very substance. To know a little and know it well is a thousand times better than to swallow everything like a boa-constrictor and become stupefied with the undigested masses of heterogenous material.

I am told that many normal school graduates pass out into the world and do not know what is meant when anyone refers to the "Tower of Babel" nor to the "Deluge," nor to the tale of "David and Goliath," nor any of those wonderful primal stories which have come down to us from the ages. This is all wrong. We cannot get along without the Bible simply as a source of information. As a preservator of the English language it has no equal. The common people of Kentucky and Tennessee express themselves in the language of Shakespeare's time because of the familiarity of the old folks with this treasury of speech. Just to remember that verse which says, "Be not afraid, it is I," would improve the grammar of many of us who are becoming lax and illiterate now that our mother-tongue is being corrupted in the cities by the brokers, the prize-fighters, the drummers, the foreigners who have adopted thieves' slang and rough vernacular for our medium of communication.

So now we come to our list of books which I should like to see placed in a "Little Ark-adian Library" on a shelf of its own, the word being a primal one which stands for the good old things which came out of the ARK and are good yesterday, today and forever. Whether there is a library in that town or not, in that village or not, in that hamlet or not I entreat of you to put up a shelf somewhere and begin to gather these volumes as well as you can, and give it houseroom so that everyone for miles around can obtain access to it as a "multum in parvo."

Following are the primal books which cover some phase of life which it is well for us to be informed upon:

The Bible (in good large print, apochrypha and all complete).
"The Arabian Nights" (for its philosophy), Edward William Lanes' translation.
"Robinson Crusoe," unabridged edition, illustrated.
"Pilgrim's Progress, illustrated.
Shakespeare's Plays (in good large print).
Aesop's "Fables," illustrated
"Don Quixote," from the Spanish.
"Tartarin of Tarascon," from the French.
Story of King Alfred the Great.
Bacon's Essays.
Emerson's Essays. Arnold's Light of Asia.
Thomson's "Brain and Personality."
Tennyson's Poems.
Longfellow's Poems.
Burn's Poems.
Bryant's Poems, especially for "Thanatopsis," "The Battlefield" and "The Flood of Years"; three poems everyone ought to read.

Ficton

Hugo's "Les Miserables," Carleton Publisher, Chas. Wilbour translator. This, the earliest one was issued during the Civil War and every soldier read it in camp or on the battlefield. It is free from many of the vulgarities which mar the story in later translations and are not fit to read.
Auerbach's "On the Heights," a translation from the German.
Scott's "Ivanhoe" and "Lady of the Lake."
Dickens' "David Copperfield" and "Barnaby Rudge" (latter historical of Epping Forest).
Reade's "Put Yourself in His Place" and "Cloister and Hearth."
Thackeray's "Vanity Fair" and "The Newcomes."
Lytton's "Pilgrims of the Rhine" (for philosophy) and "Last Days of Pompeii."
Collins' "The Moonstone" and "The Woman in White."
George Eliot's "Middlemarch" and "Daniel Deronda."
Mrs. Beecher Stowe's "Uncle Tom's Cabin" and "The Minister's Wooing."
Miss Mulock's "John Halifax, Gentleman."
Kingsley's 'Hypatia" and "Hereward, the Wake" (both masterpieces).
Miss Braddon's "Aurora Floyd" and "Dead's Men's Shoes" (worth while reading) "Charlotte Temple," a novel of early life in America.
Hector Malet's "No Relations, or Without Family" (Sans Famille,

a masterpiece from the French, delightful to read to children as well as to oneself).

George Sand's "Fanchon the Cricket," (well known as a drama), from the French.

Undine—a classic—from the French.

Fargeon's "Blade o' Grass," an inspiration for good works among the poor.

Mrs. Charlesworth's "Ministering Children" and "Schonberg-Cotta Family (former encourages friendship, latter tells of the times of Luther).

Kickham's "Knocknagow, or the People of Tipperary" (a wonderful story of real human beings so that after reading you feel as if you knew them personally and can never forget them. It was written by the author when in prison).

Stevenson's "Dr. Jekyl and Mr. Hyde," one of the books of which the name has entered into the language.

Shelley's (Mrs.) "Frankenstein" (telling of a being created by man but soulless).

"The Story of Gaspar Hauser," (which caused great excitement about fifty years ago, as it told the tale of a German youth who grew up without human-companshiop and therefore had no language).

Dumas' "Monte Cristo," a masterpiece from the French.

Ibsen's "Peer Gynt," a drama like a fairy story showing how the faithful wife is triumphant at the last.

Emile Souvestre's "An Attic Philosopher; from the Journal of a Happy Man"; this volume is a treasure of pure delight.

Miss Alcott's "Old Fashioned Girl" and "Little Women" which are the originals from which hundreds of very poor imitations have been thrust upon the young to their detriment.

H. H. Jackson's "Ramona."

Wiggins, (Mrs. Kate Douglass) "The Bird's Christmas Carol"; a best seller for twenty years and worthy of it.

Opie Read's "By the Great Eternal" and "Old Ebenezar" (latter a delightful story to read aloud in an evening).

Robert Neilson Stephens' "Captain Ravenshaw"; also good to read aloud.

Aldith Aldine's "Sons of Cormac and Other Men's Sons," a masterpiece (tells of the coming of the Danes into Ireland with the most delightful imagery and symbolism that fits life of today).

Cooper's "The Last of the Mohicans."

Besant's "All Sorts and Conditions of Men," for good works among the poor.

"Number Four John Street," showing the influence of a great princess among the poor.

Sewall's "Black Beauty," the story of a horse.

Theodore Winthrop's "John Dent (or Brent) and Don Fulano," story of a California horse, simply splendid, never to be forgotten.

Waterloo's "Story of Ab," a revelation as a primal picture of human life.

Brown's "Rab and His Friends," story of a dog.

Ouida's "Dog of Flanders."

Harold Frederick's "Return of the O'Mahony," humorous.

Artemas Ward, "His Book" and books; John Phoenix's "Squibob Papers" and other books (for richness of humor, wit and intelligence unequaled; these were the original founders of the American school of humor).

Mark Twain's "Roughing It" and "Down the Mississippi" (humor and good sense).

Mrs. Thruston's "Called to the Field," one of the most charming of the Southern war stories containing both art and heart.

Embree's "Heart of Flame" (original story of Santa Fe, full of incident and humor, and you can hear the innocent laugh of a young girl in its pages, though there is fighting of strong men going on, also. This is one of our later American novels worthy of a place in every home-library for it is good literature as well).

Curtis' "Prue and I" (now become a classic).

Cummins' "Lamplighter" (classic).

Kipling's "Kim," a masterpiece, giving a fine insight into the life in India.

Grimm's Fairy Tales, from the German; Anderson's Fairy Tales, from the Danish; Jean Mace's Fairy Tales, from the French. (Everyone of these has an inner meaning in symbolism of our own lives today, for they were originally tales told by the wise women of the early tribes from their own breaking hearts, couched in terms to amuse the children as they sat around the fire during the long winter nights; they are rich in human experience; we cannot afford to do without this information; these are genuine handed down from generation to generation because they are vital, while many of the ones now placed in the hands of the children are merely emenations from upset brains and have no influence save for bad on the tender intellects. While these others have a deeper significance, the hidden meaning unrolling before us to enrich the mind as long as we live; the Sleeping Beauty is the sun-myth story of how the earth went to sleep in the winter and it took the kiss of Spring to waken her; the old witch who is always parting the princess from her husband was the mother-in-law of past ages).

"Red Ridinghood," "Mother Goose," the immortal which is founded on tales hundreds of years old.

"Henry Penny."

"Diamonds and Toads," "Beauty and the Beast," "Dick Whittington and His Cat," "Cinderella," "Aladdin and His Lamp," "The Robber Kitten" (everybody should know these stories to tell to the children).

Reference Books

Coffin's "Story of Liberty," a valuable and fascinating book for the home.

Sir Henry Stanley's "Through the Dark Continent" (a wonderful and thrilling tale of the first white man who ever crossed Africa, full of rich human experience).

"Evolution of Woman; an inquiry into the dogma of her inferiority to man," by Mrs. E. B. Gamble (a remarkable work showing how any nation which brutalizes its women will be punished for it).

Handbook of Greek History; Handbook of Roman History; Handbook of French History; Handbook of English History; Handbook of American History.

Haydn's "Dictionary of Dates," one of the most valuable books ever published. Contains everything in a nutshell.

Taine on "Art"; Tooke's "Patheon" mythology; Concise Book on "Art"; Concise Book on "Science"; Concise Book on "Music"; Concise Book on "Botany"; Concise Book on "Mechanics"; Concise Book on "Finance"; Concise Book on "Agriculture"; Concise Book on "Astronomy"; Concise Book on "Explorers"; Concise Book on "Painters"; Concise Book on "Authors"; Concise Book on "Sculptors"; Concise Book on "Statesmen." (If we have no such books let us demand them, or have some excellent encyclopedia ready at hand to take the place of them. But a book in hand is more satisfactory to dwell over and to absorb).

Last but not least I would have not only in every Arkadian Library but also in every household:

The Western Journal of Education

Official Journal of the Department of Public Instruction

HARR WAGNER Managing Editor.
EDWARD HYATT, Supt. of Public Instruction, Editor of Official Department.

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Editorial

The President of the N. E. A.

The election of Ella Flagg Young to the presidency of the N. E. A. marks an epoch in the history of associations. The N. E. A. is a close corporation. The executive committee is an adroit self-perpetuating body. The nominating and election of officers, the control of the funds and the prestige and power of the association are all under the domination of the inner council of the directorate. The unexpected happened in the election of Mrs. Young. There were about one thousand voting members at the 1910 Boston meeting. President Snyder, the organization candidate, received 337 votes and Mrs. Young 663.

The city superintendent of Chicago broke the political slate. The women voted for a woman. The men were out voted. It was not a question of sex. It was the question of votes. Ella Flagg Young will give the N. E. A. a square deal. She will prepare a program without consulting men or women who represent business interests.

The meeting for 1911 promises to be the most unique and interesting in the history of the N. E. A. It will give to the N. E. A. some of the prestige it has lost during the past ten years by being governed by a self-elected and self-perpetuating

board. The election of Ella Flagg Young comes as a warning to State Associations that are sustained entirely by women and governed entirely by men.

* * *

The Opening of the Schools

The schools in 3,270 districts in California will be in session before another issue of this "Journal." The teacher should insist on ample equipment, proper sanitary conveniences, right ventilation, and the hearty and harmonious support of the parents and children. The trustees should insist on the teacher making out proper reports, devotion to school duties, and vital interest in the civic needs of the neighborhood. The school is not for the teacher. It is not for the trustees. It is not for the parents. It is for the children.

* * *

Wanted—A Financial Statement

Will the secretary of the C. T. A. please publish in the "Sierra Educational News" a detailed financial statement of the receipts and disbursements of the Association? An itemized account would be of considerable interest to the membership.

* * *

Educational Leadership

The primary election on next Tuesday, August 16th, will determine the educational leadership in many counties of the State. It is to be most earnestly desired that voters will decide the question in favor of fitness, without regard to partisan affiliations. Vote for the man who possesses the highest qualifications for the office. It requires experts for school administration. Vote for experts.

* * *

The Summer Schools

The great success, both in numbers and in interest at the Summer School at the University of California and at the State Normal School at San Diego, is one of the hopeful signs of educational progress. The Summer School is no longer a novelty. It has become a school of serious professional work, and is a part of the institutional work for the betterment of the schools.

* * *

Educational Tramps

The tramp system among our high school teachers is to be deplored. The easy method of securing places through

appointment secretaries has created the fever of unrest among our high school teachers. Practically ninety per cent of our high school teachers change. Why? We do not know. Perhaps it is on account of more salary—perhaps it is a desire for new environment. It is seldom forced. The teachers, as a rule, seek new places for no other reason than for the mere pretext of betterment. The frequency of the changes is deplorable.

* * *

President Wheeler

The President of the University of California has had a great year. The university has made progress along the line of academic work. It has broadened its field of usefulness to meet the demands of the State in agriculture and kindred subjects. President Wheeler in his lecture work in Germany became an international figure. As a climax to the year he has secured Theodore Roosevelt to make the Charter Day address for 1911, and to deliver six lectures at the university.

* * *

EDITORIAL NOTES

We had intended to publish a number of articles on Methods. The Bulletins of the San Francisco State Normal School are so complete and so excellent that teachers can secure more value by sending to the San Francisco Normal School for the various bulletins on Language, Geography, Reading, etc., and to the Chico Normal School on Agriculture, and to the Los Angeles Normal School for "A Manual for Teachers and Amateur Gardeners," by Clayton F. Palmer on Horticulture.

* * *

The only fad that cannot be overdone is the fad for outdoor work, playgrounds and the utility of air. The outdoor fad will reduce the fad for medical experts to a minimum.

* * *

Hon. John Swett, great in honor, great in age, loved by all who know him, is living on his farm, with a cheerful outlook, a philosophic mind, and an example to all on the serene joy of old age.

* * *

This Journal" has advocated editorially so many visionary reforms that have been realized, that it is with a large content that we note that normal schools are preparing special training classes for rural school work. The rural training school will solve some of our most difficult problems.

LEST WE FORGET TO PLAY

To Those Interested in Children:

My friends, we of the cities and towns are more and more committing a crime against childhood, in that we are depriving it of play space, robbing it of its birthright of play. We rejoice exceedingly to see the country develop. We take vast pride in our villages growing into towns, our towns becoming cities. With feverish zeal we scheme and work to bring in more people to cover our land with buildings, to make every town lot valuable, to wipe out the vacant places. All this is glorious for us grown ups, but it is death to childhood. It is depriving the young ones of play.

What a pathetic sight it is, in a prosperous, growing city, to see how the boys flock to any vacant space, where three or four lots by chance may be temporarily forgotten in the march of improvement. No weeds have chance to grow there. Scores of feet continually beat the ground in eager games of ball. Hundreds of little fellows congregate there learning to live with each other, getting the sun, air, exercise, absolutely necessary to the future strength, sanity and safety of themselves and their city, their State.

This vacant, neglected space is one of the most valuable assets of the city. Here is where its citizenry is building. Its bare freedom, unadorned, is of vastly greater worth to the life of the city than the smuggest city park with velvet lawn and precise beds of flowers.

But soon this breathing space, this safety valve, disappears. It is swallowed up. There is nothing to take its place. What then? Shall we take away from our children the country fields, steal their village green, rob them of their town commons, and give them nothing instead? Shall we doom them to continuous nice clothes in a flat?

But what will they do to us in return? Selah!

We must for our own safety provide places for young ones to play. We should turn our public parks into public playgrounds. We must establish play spaces as regularly as we do the streets. Our rich men seeking monuments should give free grounds dedicated to play, not lofty piles of brick and mortar to make it still more impossible. School officers should throw open their premises for public play whenever they are not actually in use by the classes. All through the heated summer season city school grounds everywhere should be wide open to the children of the city so that they may recreate

themselves by play. Great buildings should all be built with roof gardens open to the sky that the people may play.

It is true that we have been committing a crime and knowing it not. But the outlook for the future is encouraging. Wonderful progress has been made in the last few months. Playground associations, women's clubs, improvement societies, park commissions and other civic organizations are making great strides. Cities and individuals are providing funds, teachers, equipment for this phase of child life. Those who are interested in the future of our land will do a patriotic thing to enter into this movement and help it along.

Very truly yours,

EDWARD HYATT,

Superintendent Public Instruction.

* * *

What is believed will prove to be one of the most successful years in the public schools of Berkeley has been inaugurated. The introductory high school system inaugurated last term by Superintendent F. F. Bunker has proved a success, and this year will witness considerable amplification, embracing the new ninth grade.

This year three more schools, McKinley, Washington and Whittier, have been set aside for the new work, and the system will be installed in other schools as soon as practicable.

The new system is said to possess decided advantages, and the results obtained are being closely followed. In the introductory high school the students go through a three years' transition period between the time they leave the grammar school.

Through the arrangement teachers are enabled to specialize, thus relieving the congestion that would otherwise obtain in the schools. The system embraces the seventh, eighth and the new ninth grades, and one teacher giving special instruction in any course may teach pupils in these grades.

The system was evolved by Superintendent Bunker for the purpose of increasing the advantages in reach of the students in the public schools as well as to save the city from going to the expense of a bond issue to erect additional school buildings. More than three hundred teachers are connected with the faculty of the Berkeley schools. Since the university authorities have announced that credits obtained by work in manual training and domestic science would be recognized at the State institution there has been an increase in the interest taken in these courses.

A POPULAR CALIFORNIA SONG

"California, Queen of Old Columbia" is the most popular song for California schools yet published. It has been recommended by many of our best musical and literary critics. Price, 10 cents. Address Mrs. Jennie L. Thorp, Healdsburg, Cal., or The Whitaker & Ray Co., 770-776 Mission street, San Francisco.

Western School News

Meetings.

The California Teachers' Association will hold its session December, 1910. A. Roncovieri, San Francisco, Pres., L. E. Armstrong, Oakland, Cal., Secty.

Northern California Teachers' Association, G. W. Moore, President, Colusa; Delia D. Fish, Secretary, Red Bluff.

Central California Teachers' Association, E. W. Lindsay, President, Fresno; Margaret Hanson, Secretary, Visalia.

Southern California Teachers' Association, A. S. McPherron, President, San Bernardino; Mark Keppel, Secretary, Los Angeles.

National Educational Assn., Ella F. Young, Chicago, Ill., President; Irwin Shepherd, Secretary, Winona, Minn. 1911 meeting San Francisco,

---

Dr. E. C. Moore has been invited to attend the great celebration in Mexico City September 16th as the guest of the government.

* * *

Miss Grace M. Shepherd is a Republican candidate for Superintendent of Schools of Idaho.

* * *

The San Francisco State Normal School at its opening session August 8th enrolled more students than can be accommodated in the present building.

* * *

The High School District, including Spanishtown and Montara, has voted bonds for a $25,000.00 high school building.

* * *

Cree T. Work who has been in charge of the leading institution in Texas for manual training the past nine years has resigned and is spending his vacation in San Francisco.

* * *

Mrs. L. V. Sweesy, the well known music teacher and institute instructor of Berkeley, has decided to study at the Teachers' College, Columbia University, for a year.

* * *

At a recent meeting of the Nevada City Board of Education Frank E. Tuck, formerly of Napa, was elected Supervising Principal of the Nevada City schools, to take the position resigned by J. M. Hahn.

* * *

Superintendent D. L. Thornbury of Eureka has devoted much time to inaugurating a new polytechnic school.

* * *

F. D. Liddeke, formerly of the Siskiyou High School, has been elected to the principalship of the Fresno High School.

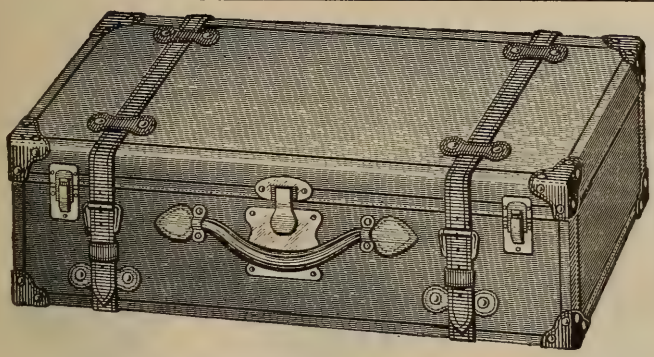
* * *

Superintendent Murphy of Visalia, Cal., has been elected Superintendent of Pomona Schools, vice P. W. Kaufman, deceased.

J. P. Kennedy, formerly of the New York office of the publishing house of Silver, Burdett & Co., has become associated with the San Francisco office. Mr. Kennedy was for a number of years connected with the National Library at Washington, D. C.

* * *

That San Diego County ranks pre-eminent in educational affairs on the Pacific Coast, is one of many interesting statements contained in an article which has been prepared by County Superintendent of Schools Hugh J. Baldwin at the request of the San Diego Chamber



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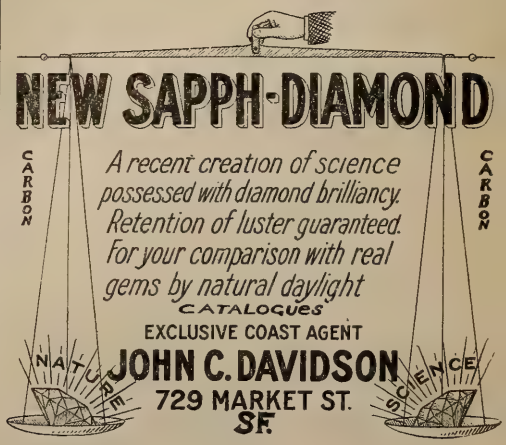
Reception Hours: 11:30 to 12 and 3 to 4, except Wednesday. In Oakland Wednesdays, 1164 Brush Street.



FIVE LITTLE SONG PICTURES

Leila France, composer of "The Old Flag Forever," has written the music for The Sandman, The Moon is a Lady Seven Times One, The Honey Bee and Christmas Carol, and Elizabeth McDermott has illustrated the same. The songs are dedicated to the school children of California. Have your School Board order copies for you. Price, 50 cents for book. Address

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of Commerce. The article is to be published in various newspapers and is well calculated to result in much excellent advertising for the schools of San Diego County.

Not only is it claimed that San Diego County leads in educational affairs, but that of the gold medals awarded for special scholarship in the past eight years, that one-fourth of the medals have been taken by San Diego students. The interesting statement is also made that one-half of the presidents of the Associated Student Body of the University of California have been San Diegans.—San Diego Union.

* * *

State Superintendent of Public Instruction Hyatt is sending out a circular letter to California school book dealers, the letter containing the best information available concerning State text-books. It is shown that a new series of readers was adopted by the State Board of Education last April, consisting of a primer and five readers. The primer of the series heretofore used is exhausted and no more can be had.

The "Civics" will be ready for sale about August 1st, and the new advanced arithmetic adopted to replace the grammar school arithmetic will be ready for sale about January 1st next.

There will be no changes in the following books now in use: Spellers Nos. 1 and 2, First Book in Arithmetic, Introductory Geography, Brief History, Introductory History, Advanced Geography, Writing Books Nos. 1, 2, 3, 4 and 5.

* * *

TEHAMA COUNTY SCHOOL NOTES

Miss Delia D. Fish, incumbent, is the only candidate to file papers of nomination for the office of County Superintendent. Miss Fish has made good during the past three and a half years she has been in office. Miss Naomi Baker who started out to secure the nomination upon the Democratic ticket withdrew early in the race. One or two men were mentioned in connection with the place but none had the courage to run. Had there been no women in the field a move was started early to give the nomination to one of the old line men.

* * *

The Red Bluff News, John G. Miller, editor, is giving liberal space to school affairs, having a weekly letter on live topics. Mr. Miller is an old Indiana teacher and appreciates the needs of the schools.

DR. CHARLES W. DECKER

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No. 9
Volume XV

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Vol. XV SEPTEMBER, 1910 No. 9

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Little Talks by the Way

By EDWARD HYATT

(Under this head Superintendent Hyatt will try to give some account of what he sees and hears and thinks in traveling about officially among the schools of California. It will be somewhat hasty and ill-digested, being jottings on the road. It will deal with personal experiences, and so may look egotistic. It will be subject to frequent change of opinion, and will seem inconsistent. It is done as a free and easy means of communication between the school people of the State and the central school office. If it provokes retort or comment, that will be printed, too, provided that it be brief and interesting.)

Political Table Talk

I am writing this on a jiggly railroad train, on my way to vote at the primary election tomorrow. I have carefully avoided in this column anything that could seem like asking your help. Not that I didn't need help and wanted to ask you for it—it was an awful temptation! But a foolish, romantic notion infested me that it wasn't just square to the other fellow to do it here. Hence this neglected opportunity.

Now, however, the die is cast, the thing is done. Long before this sees light in type the whole thing will be settled; and I can be as political now as I choose. Prepare for blood curdling revelations!

*
* *

It is a Nightmare

Politics is the nightmare of a superintendent's life. Every little while he must neglect his work, forget his schools, blow in his money, lose his sleep, pester his friends and perturb his

spirit over an election. Self preservation is the first law of nature. He cannot be useful to his schools if he be **eliminated**. At all hazards he must protect his bailiwick against the irreparable loss that would surely come through his own destruction. The nightmare leaps up and gallops about only once in four years; but always its shadow hangs over; always it has a depressing effect and sicklies o'er the superintendent's landscape with a pale cast of melancholy thought. Alack!

*
* *

It's Part of the Job

Still, there are things to be said on the other side. That is the way things are done in a government of the people. It would be better for the superintendent's peace of mind, perhaps, if this were a monarchy and he were appointed by a wise ruler and for life. But we are not sure that it would be better for the State. It is the theory of our government that our officers shall be chosen by the people and that the people shall be responsible for their choice and shall learn by choosing, that they shall grow wiser through their own mistakes. It is not a bad thing for a superintendent to be compelled to keep in touch with his own people, to be compelled to show them his fitness for his environment now and then. And he needn't kick or pity himself after all; every teacher he superintends practically has to do the same thing every year! Once a year, in one way or another!

*
* *

Politics in Schools

Politics in schools is the favorite straw man for the educational orator who hasn't much to say. He bangs away at it and kicks and cuffs it with earnest vigor. For mine own part, these orators make me weary. If they mean **corrupt** politics, then they are saying an undisputed thing with all the solemnity of the Katydid. **Nobody** wants corrupt politics in schools or anywhere else. There is no defense for it and nobody has a word to say or think in its favor.

But it makes me tired to hear these platformers scaring little teachers into fits for asking friends to help them get a job. Because, it isn't sincere. Just watch a platformer when his own job is threatened ever so remotely—he wades into politics instanter and does more of the genuine article in a month

than all the little teachers of the whole State do all summer. It is mostly buncombe, words, words, words, these platform talks on politics.

*
* *

From New Mexico

Professor Hiram Hadley of Mesilla Park sends me the cure for a serious disease, as below. Many of our people need it. The trouble is that those who take the pains to study it out and apply it are probably the very ones who really need it least.

Hatred of School and Dislike of Study
Prescription

Take the following ingredients in the proportions named:
Thorough knowledge of the subjects being taught..50 per cent
Careful preparation for each recitation.....10 per cent
Interest and enthusiasm in the subject.....10 per cent
Sympathy with the pupil's difficulties.....10 per cent
Appreciation of pupil's efforts.....10 per cent
Kind, gentle, cheerful tones of voice when teaching.10 per cent
Mix thoroughly.

This disease is most successfully treated when the doctor instead of the patient takes the medicine, and the patient gets the effect of the medicine by pleasant association with the doctor. Therefore, it is recommended that the teacher take a large dose one hour before breakfast. Then, beginning with 9 a. m., take a dose each hour until 4 p. m. In very bad cases the teacher may take a dose one or two hours before retiring at night. Continue the treatment during the entire term, unless the pupil is cured sooner. If properly administered it rarely requires over thirty days to effect a cure. But, to prevent a return of the disease or other pupils' catching it, it is recommended that the teacher keep a supply of the medicine on hand and take a dose whenever any symptoms of the disease appear.

*
* *

Revenue in West Virginia

The great and pressing need for education in West Virginia is the same as for otherwhere—more money. Last year fifty districts levied taxes to the full legal limit, practiced the most rigid and exacting economy and still were unable to

run six months of school! They have no school land and practically no permanent school fund. Compare all that with liberal California and rejoice!

The school people of the State are attempting to make good their shortcomings in the way of provision for public education by levying a tax for school purposes upon the production of natural gas. The vast underground reservoirs of gas are being tapped and this best of all fuels is being carried outside the State by the great manufacturing corporations in quantities that increase by leaps and bounds. It is used for iron and steel works, glass factories, and every other purpose that needs heat. The store will be exhausted in twenty years. A very small tax, one cent per thousand cubic feet, will yield the schools twenty million dollars for a permanent fund, the interest of which will still be supporting the schools when the "inexhaustible" gas supply has all been gathered to its fathers.

*
* *

What Do You Think of It?

The following letter came to the office some time ago. It is from a teacher in the central part of this State. It shows an interesting phase of life and is printed for the general information of teachers and trustees:

"Dear Sir: I would like to ask your advice on a matter of importance to the teachers of this State; to do so I shall have to give some explanations. I obtained my school here through a Teachers' Agency; the agency sent me in the place of the teacher who was engaged here but who had taken sick and was unable to fill her engagement (at least that is what the agency told me.) When I was here a few days I found the School Board had never applied to an agency for a teacher, nor did they know the teacher they had engaged had applied through an agency.

"Some weeks afterward I found this agency had used my name and credentials in applying for other positions, and had written in my name accepting a position when they knew I was engaged here. Then at the last moment they wrote a letter in my name saying I was ill and couldn't teach but that I was sending some one in my place, and they sent another teacher to this school in my place. I have in my possession the correspondence of the agency, to that School Board, written in my name—untruths from beginning to end.

"Is it not a shame that both School Boards and teachers are being victimized in this way? Can nothing be done to prevent it?

"Yours very sincerely,

"....."

*
* *

First Class Story

Here is a story that appeals to me very much. President Van Hise is the dignified president of one of the largest and most famous of American universities; and the idea of his two charming daughters confronted by the problem of the British-er's boots outside the door is deliciously absurd. They solved it in common sense American style, and I imagine they giggle about it now and then even yet, in the American style. I think a bright teacher can wake up her school on the dullest day by telling the story in a lively way:

"Madison, April 18.—An interesting story in connection with Ambassador James Bryce's visit to Madison last June when he delivered the baccalaureate address at the commencement exercises at the University of Wisconsin, has just been told.

"The distinguished Briton was the guest of President Van Hise. Every preparation had been made to make his stay pleasant. Especially interested in the plans for his entertainment were the two daughters of the president, Janet and Hilda, the former a Bryn Mawr miss of 20 and the latter a girl of 16, a student at the Wisconsin Academy.

"The test of their hospitality came in rather an unexpected manner. When Mr. Bryce retired for the night he set his boots outside the bedroom door, according to the English custom, to have them polished by the man servant. While the Van Hises boast of a cook and second girl, the man servant is unknown in their home, and the women servants were sleeping soundly by the time the ambassador retired.

"As Janet and Hilda were on their way to their bedroom they spied the boots outside the room occupied by their guest, to be shined. The girls saw the funny side of the situation in a twinkling, and, picking up the boots, carried them to the kitchen, where they polished them up in a manner that would have done credit to the most attentive colored porter. Then they placed them where they had found them."

Figures from the Statistician

By JOB WOOD Jr.

RATE OF TAX FOR HIGH SCHOOLS

By Job Wood, Jr.

Following is the rate of tax for support of each high school levied on property within high school district by Board of Supervisors September, 1909, for school year closing June 30, 1910.

ALAMEDA

Alameda	.19
Berkeley	.20
Hayward	.20
John C. Fremont (Melrose)	.20
Livermore	.36
Union No. 2 (Centerville)	.10
Oakland / Oakland Polytechnic	.11

AMADOR

Ione	.28

BUTTE

Chico	32
Gridley	.20
Oroville	.24

CALAVERAS

Bret Harte (Angels Camp)	.30
Calaveras (San Andreas) Co.	.04

COLUSA

Colusa	.50
Pierce Jt. (College City)	.15
Princeton	.18
Williams	.23

CONTRA COSTA

Alhambra (Martinez)	.27
John Swett (Crockett)	.25
Liberty (Brentwood)	.13
Mount Diablo (Concord)	.20
Richmond	.10
Riverview (Antioch)	.20

DEL NORTE

Del Norte (Crescent City)	.15

EL DORADO

El Dorado (Placerville)	.14

FRESNO

Clovis	.32
Coalinga	.10
Fowler	.20
Fresno	.16
Kingsburg	.10
Laton Jt.	.25
Reedley Jt.	.13
Sanger	.32
Selma	.27
Washington (Oleander)	.25

GLENN

Glenn (Willows)	.08
Orland	.10

HUMBOLDT

Arcata	.45
Eureka	.14½
Ferndale	.28
Fortuna	.49

IMPERIAL

Brawley	.49
Central (El Centro)	.46
Holtville	.31
Imperial	.70

INYO

Big Pine	.10
Bishop	.30

KERN

Kern (Bakersfield) Co.	.07

KINGS

Hanford	.30½
Lemoore	.27

LAKE

Clear Lake (Lakeport)	.30

LASSEN

Lassen (Susanville) Co.	.11

LOS ANGELES

Alhambra	.50
Bonita (Lordsburg)	.37
Burbank	.52
Citrus (Azusa)	.44
Compton	.65
Covina	1.15
El Monte	.29
Excelsior (Norwalk)	.41
Glendale	.35
Inglewood	.22
Long Beach	.12
Los Angeles— City, Evening, Gardena, Hollywood, Olive Street, Polytechnic, San Pedro	.10

Los Nietos Valley (Downey)	.54
Monrovia	.64
Montibello	.29
Pasadena	.15
Pomona	37
Redondo	.22
San Fernando	.48
Santa Monica	.28
South Pasadena	.32
Whittier	.28
Huntington Park	.51

MADERA

Madera	.10

MARIN

San Rafael	.29
Tamalpais (Mill Valley)	.30

MENDOCINO

Fort Bragg	.50
Mendocino County	.06
Point Arena	.20
Round Valley (Covelo)	.40
Ukiah County	.07
Willits	.30

MERCED

Dos Palos Jt.	.25
Merced	.18
West Side (Los Banos)	.05

MODOC

Modoc (Alturas) County	.23
Surprise Valley (Cedarville)	.41

MONTEREY

Gonzales	.20
Monterey	.25
Pacific Grove	.35
Salinas City	.28

NAPA

Napa	.48
St. Helena	.26

NEVADA

Grass Valley	.25
Meadow Lake (Truckee)	.20
Nevada City	.30

ORANGE

Anaheim	.55
Fullerton	.58
Huntington Beach	.46
Orange	.30
Santa Ana	.45½

PLACER

Lincoln	.181
Placer (Auburn) County	.115

PLUMAS

Plumas County	.10

RIVERSIDE

Banning	16
Beaumont	.18
Corona	35
Elsinore	.34
Hemet	.15
Perris	.15
Riverside	.18
San Jacinto	.27

SACRAMENTO

Elk Grove	.27
Sacramento	.42

SAN BENITO

San Benito (Hollister) Co.	.09

SAN BERNARDINO

Chino	.40
City San Bernardino	.40
Colton	.51
Needles	.26
Ontario	.45
Redlands	.55

SAN DIEGO

Cuyamaca (Julian)	.38
El Cajon	.53
Escondido	1.04
Fallbrook	.35
National	.63
Oceanside	.29
Ramona Valley	.52
San Diego	.19

SAN FRANCISCO

Commercial (18th and Dolor Girls (O'Farrell and Scott). Evening (18th and Dolores). Lowell (Sutter near Octavia) Mission (18th and Dolores Polytechnic(1st ave.-Frederick	.0325

SAN JOAQUIN

Lodi	.40
Stockton	.19

SAN LUIS OBISPO

Arroyo Grande	.30
Paso Robles	.70
San Luis Obispo	.40

SAN MATEO

Half Moon Bay	.20
San Mateo	.14
Sequoia (Redwood City)	12

SANTA BARBARA

Lompoc	.16
Santa Barbara	.27
Santa Maria	.16
Santa Ynez	.28

SANTA CLARA

Campbell	.23
Gilroy	.36
Live Oak (Morgan Hill)	.21
Los Gatos	.46
Mountain View	.25
Palo Alto	.63
Santa Clara	.29
San Jose	.34

SHASTA

Watsonville	.30

SANTA CRUZ

Boulder Creek	.45
Santa Cruz	.27½
Anderson	.40
Shasta (Redding) County	.10

SIERRA

Sierra Valley (Loyalton)	.15

SISKIYOU
Etna (Etna Mills) 35
Siskiyou (Yreka) ..... .10

SOLANO
Armijo (Fairfield) ..... .20
Benicia ..... .30
Dixon ..... .12
Vacaville ..... .22
Vallejo ..... .30

SONOMA
Analy (Sebastopol) 37
Cloverdale ..... .26
Healdsburg ..... .11
Petaluma ..... .30
Santa Rosa ..... .25
Sonoma Valley (Sonoma)..... .17

STANISLAUS
Ceres ..... .60
Modesto ..... .10
Oakdale ..... .30
Orestimba (Newman) ..... .20
Turlock ..... .50

SUTTER
Sutter ..... .17

TEHAMA
Corning ..... .15
Red Bluff ..... .22

TRINITY
Trinity County ..... .11

TULARE
Dinuba ..... .22
Exeter ..... .22
Lindsay ..... .23
Orosi ..... .29
Porterville ..... .32
Tulare ..... .51
Visalia ..... .24

TUOLUMNE
Tuolumne (Sonora) Co..... .08

VENTURA
Fillmore ..... .30
Nordhoff ..... .45
Oxnard ..... .13
Santa Paula ..... .28
Ventura ..... .20

YOLO
Esparto ..... .10
Winters ..... .28
Woodland ..... .25

YUBA
Marysville ..... .32
Wheatland ..... .25

Average Tax..... .29 2-10

RATE OF COUNTY TAX FOR ELEMENTARY SCHOOLS LEVIED SEPTEMBER, 1909

By Job Wood, Jr.

Counties	Cents
Alameda	28
Alpine	15
Amador	23
Butte	22
Calaveras	32
Colusa	17
Contra Costa	21.6
Del Norte	14
El Dorado	25
Fresno	24
Glenn	17
Humboldt	26
Imperial	25
Inyo	30
Kern	11.5
Kings	30
Lake	32
Lassen	23
Los Angeles	15.5
Madera	25
Marin	23
Mariposa	35
Mendocino	30
Merced	20
Modoc	30
Mono	50
Monterey	24
Napa	18.6
Nevada	42
Orange	20
Placer	21
Plumas	28
Riverside	17.6
Sacramento	14.5
San Benito	27
San Bernardino	18
San Diego	22.5
San Francisco	18.38
San Joaquin	18
San Luis Obispo	28
San Mateo	26
Santa Barbara	25
Santa Clara	21
Santa Cruz	29
Shasta	28
Sierra	30
Siskiyou	22
Solano	25
Sonoma	26
Stanislaus	19
Sutter	23
Tehama	24
Trinity	25
Tulare	25
Tuolumne	20
Ventura	17
Yolo	16.7
Yuba	25
Average	23.94

RELATION OF PHYSICAL GEOGRAPHY TO GENERAL SCIENCE

At the Joint Science Meeting of the High School Section of the California State Teachers' Association in December, 1909, the undersigned Committee was appointed "to prepare a course in Physical Geography that should meet the needs of the advocates of a General Science course." After careful discussion the committee has decided that the most helpful report which it can make is to outline clearly the kind and amount of general science properly contained in the Physical Geography course best adapted to the 9th year of our present school system.

This involves two considerations; first, the question of what constitutes the best Physical Geography course for 9th year pupils and, second, the adjustment of the course to the actual preparation of such pupils in our present school system. The members of the committee are practically agreed that the best Geography course is to be obtained by the elimination of much of the technical, and, for the grade of the pupil, over-specialized portions of the average text in Physical Geography and by the substitution of the life relations to geographic environment which are involved in a causal study of political and economic geography. The better and the more vital half of the present Physical Geography text book is to be kept as the necessary basis for broader and more valuable Geography. "The object of the teacher is to build up a conception of the surface of the earth as a product of interacting physical forces, in order that the surface may be intelligently viewed as the scene of social activities."

The half (roughly approximated) of the present Physical Geography which is retained is to be studied by the methods which are now in use in the best schools; namely, by the use of elementary science experiments which are vital in physiographic relations and by field excursions with directed observations of local topography and local climate. But while the concrete study of the local geography of each school is an essential for work in the scientific spirit yet the comprehensive nature of the subject forces us to the consideration of phenomena which are to be found only in other regions. Such phenomena must be studied by the help of books, photography, models, maps, etc. This, however, need not interfere with the true scientific spirit of the work.

The choice of areas beyond the limits of field excursions is naturally controlled by residence and consequently the extension of the Physical Geography work and its application to general Geography should be made by an intensive study of California and of North America. Notwithstanding this nominal restriction of territory, the proper consideration of climate will necessitate some study of the ocean, and the economic and political relations of North America will require some consideration of the countries of the world most important to us. The ideal, then, is to make valuable the study of Physical Geography as the basis for General Geography by a relatively intensive study of North America with somewhat incidental study of other regions rather than by more diffuse work over larger areas.

With this brief outline of the content of the High School Geography course, we turn to a consideration of the amount of "general science" to be included. This problem is inseparably connected with the question of the actual preparation of the pupil's beginning the subject of Geography. The proper teaching of the elements of Physical Geography to young pupils will always require some experimental demonstration of natural science phenomena. The poorer the previous training of the pupil in nature study or general science, the greater number of such basic concrete illustrations will be necessary. The need of the average pupil in this respect and the magnifying of the importance of the purely **physical** side of Geography in the past have led to the introduction of so much elementary science into Physical Geography that many teachers have demanded that the subject be made into an introductory general science course. We believe that this is a serious error. We believe that the training and the information to be obtained in a thorough study of Geography, with **physical** geography as the basis and the frame-work, are so valuable that Geography should be prescribed to all students as definitely as are Mathematics and History. We should be glad to be able to base the Geography course on better and more thorough study of general elementary science in our lower schools. We hope that such a general science course may be incorporated in the early years of the Intermediate High School as it is being developed at present in Berkeley and elsewhere. With such a course as a foundation the science experiments of the Geography teacher might possibly be no less numerous but the emphasis could be put on better illustrations of physiographic relations. Until such fortunate

conditions exist the Geography teacher must by his experiments teach first some of the elements of the special sciences and secondly illustrate their application to physiographic problems.

The following list of problems and experiments that may be termed general science is from the actual practice of Physical Geography teachers. It is probably too long for any one teacher to use in its entirety in any one school year. It is couched in general germs because the only other alternative for the committee was to write a laboratory manual. To the list of experiments we have added page or exercise reference to several of the published manuals. The list of books thus used is limited by the time at the disposal of the committee and in no way implies a recommendation or a rejection of any particular manual. As the object of this preliminary report is partly to put before the general body of high school teachers the amount of elementary science actually obtaining in the practice of the best teachers of Physical Geography, prominence is given to such experiments as are commonly used in General Science classes. The committee cannot too strongly urge, however, that much of the field work, the map work, and the study of the recorded observations of others are also strictly scientific under the guidance of the skilled teacher.

For convenience the topics given below are grouped in the four subdivisions of Physical Geography commonly recognized. The arrangement is by no means offered as a logical order of teaching. Many teachers begin the fall term with a brief treatment of Mathematical Geography in order that the pupils' measurement of the noon altitude of the sun may include the autumnal equinox. The remainder of Mathematical Geography take up in connection with climate, mapping, or wherever needed to give a full explanation of the topic under consideration. In California, land forms are frequently studied in the fall and weather and climate during the winter. The committee believe that the order of the topics in Physical Geography and the stress on certain subjects may properly vary with the local environment and with the teacher.

It is impossible to give the method of approach as well as the points of emphasis in the following list of experiments unless the committee were to describe each in detail. However all of the experiments can be introduced so that vital life relations may be clearly shown. In the geography work of the ninth year it is very important to select certain features

for emphasis and neglect other phases entirely. Thus, in the experiment with Oxygen the emphasis should be upon its obvious physical and chemical properties in their life relations and not upon its preparation—the purely chemical side. Again, the experiment on convection should be definitely tied with trade winds and oceanic circulation.

In conclusion it should be added that the committee hopes to prepare for later consideration a somewhat full report upon the revised course in Geography here recommended, working from the standpoint of Geography rather than from that of a general science. This preliminary report is for discussion at the Joint Science Meeting of the High School Section in July. While the members of the committee are not unanimously agreed upon all details they do find themselves in hearty agreement with the general character of this preliminary report.

*To this report the committee add the Outline of Study of the Land prepared by Dr. H. W. Fairbanks with their hearty endorsement of its general features.

(Signed) F. W. KOCH.
H. W. FAIRBANKS,
G. WALTER MUNROE.
ROY E. DICKERSON, Secretary.
R. S. HOLWAY, Chairman.

* (Editorial Note. The Outline of Study of the Land by Dr. H. W. Fairbanks will be published in the October number.)

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* * *

BEAUTIFUL THINGS

The word beautiful brings to mind, first, things that are pleasant to see, harmonious combinations of color, form, and motion. But there is a sense in which the word applies to things not of sense but of the spirit—moral beauty.

After the high school class in rhetoric has studied the subject of beauty let each write a list of some things, incidents or situations, which reveal moral beauty. Here is a short list worth pondering:

A man who is never out of work.

A strong man weeping over a little story.

A great man that you would not know was great.

A woman living the truth that charity begins at home.

A man of one religion showing reverence for another.

A man content to use up his life teaching little children.

A child kissing the coarse and calloused hand of its father.

A man who gives all he has without thinking that bread cast upon the waters will return to him.—Western Teacher.

EDUCATION TO ESCAPE SLAVERY

Extract from address of Pres. Benj. I. Wheeler to the students of the University of California

We cannot ever expect totally to escape slavery; habits and prejudice and ignorance, do the best we will, must always leave part of our action mechanical, but the purpose of education is to wrest the field of action as far as we may from blindness and bring it under the sovereignty of enlightened reason.

This conquest is achieved, in first instance, by learning to know the cylinders and gearing of the inner self and establishing one's seat at the wheel; and, in the second instance, by learing to judge for one's self the directions and the ways in the outer world of man and nature which surrounds us. We shall never learn all or any great part of the detail of that world about us and must often have recourse to maps, but we must know how to use the maps and how to interpret them, how they are made, what their limitations are and how to supplement them. He is still a pitiable slave who, knowing not where he is going, nor how to find out, knows only that he's on the way.

It is ignorance first of all that makes man slaves. An educated man must know how the phenomena of the world about him came to be, or be prepared to understand. As concerns human institutions he must understand or be prepared to understand how their phenomena are historically conditioned; as concerns those of nature he must understand their laws. Knowledge in one field of human institutions prepares a man readily to understand in others; training in one natural science almost always carries with it preparedness to understand another, and to a certain extent, also, each of the two great branches of study helps to the appreciation of the other.

Education means furthermore liberation from prejudice. A man whose action can be guided by an allusion to race or the shouting of a party name or shibboleth has merely responded to an external stimulus, like a machine or a starfish, and is not an educated man. He is an easy slave to the demagogue and the trickster.

An educated man will not be swayed by clamor or moved by gossip and rumor. Human herds sometimes stampede like cattle, but one chief reason why we are taking pains to educate men is to eliminate the stampede.

One of the chief dangers of the republic is the stampede. Its chief hope and safeguard, looking to the future, is the body of 200,000 students occupied today in its colleges and universities.

An educated man having learned how to base action upon well ascertained facts assembled in the light of history and law will not easily surrender his supreme right of rational judgment and submit to dictation and take orders when executing an office where he is presumed to be an independent judging personality.

An educated man cannot be, if true to his calling, a mere tool; he may join in action, but he cannot merely take program and cast his vote after the manner of a phonograph.

The educated man must be expected instinctively to protest against all unreason, against all violent and arbitrary procedure, and against all suggestion of doing things or getting things or giving things for no good reason. "Exchanging favors" and "using influence" represent the doing of things for false reasons. To get by influence and favor a position one has not earned or deserved will not appeal to the taste of a man trained in reason and reasonableness. Exchanging votes, as in the case of voting for a man's measure in consideration of his voting for yours, represents a trade in incommensurable quantities and is arbitrary and unreasonable; but, what is worse, it involves the obtaining of a private favor at a public cost; and public and private must be kept sacredly apart and in commensurable.

* * *

Teachers should read the following to pupils:

"I dropped a seed into the earth. It grew, and the plant was mine. It was a wonderful thing, this plant of mine. I did not know its name, and the plant did not bloom. All I know is that I planted something apparently as lifeless as a grain of sand and that there came forth a green and living thing, unlike the seed, unlike the soil in which it stood, unlike the air into which it grew. No one could tell me why it grew nor how. It had secrets all its own, secrets that baffle the wisest men; yet this plant was my friend. It faded when I withheld the light, it withered when I neglected to give it water, it flourished when I supplied its simple needs. One week I went away on a vacation, and when I returned the plant was dead; and I missed it."—L. H. Bailey, in Junior Naturalist Monthly.

CHILD STUDY FOR CHILD WELFARE IN HOME, SCHOOL AND STATE

National Congress of Mothers and Parent-Teacher Assns. Declaration of Principles: The Home

Whereas, The home is the basis of society, and no civic or social or physical betterment can be reached except through intelligent, purposeful effort to raise the standards of home life, of marriage and its duties, of fatherhood and of motherhood, and of citizenship.

Whereas, The God-given function of parenthood is the highest, most far-reaching duty of humanity, and the permanence and sacredness of marriage is the foundation of society.

Whereas, All students of social conditions, seeking the causes of crime and disease, trace them to inefficient homes, money and infinite labor are expended on charity, on the care of defective, dependent and delinquent children, on hospitals, reformatories, orphan asylums and prisons, practically nothing is done to remove the causes which lie far back of the conditions, and which are largely preventable.

Whereas, Homes are inefficient because there is nothing in education to fit young people for wise home makers, intelligent parents, broad-minded, public spirited citizens, because there is no provision by which young parents may procure the knowledge that is vital for the protection of the life and development of the mind and soul of the children committed to their care.

Because instinct does not make wise parents, any more than it makes wise specialists in any branch of work, the National Congress of Mothers urges such provision as will give to parents the knowledge which will do more than anything else to check the evils which menace society.

The National Congress of Mothers is seeking to reach every home, every parent, and extend a knowledge of the science of child nurture.

The National Congress of Mothers declares that infant mortality is preventable; that the terrible death rate among infants can be checked in but one way, viz.: By giving to every expectant mother the knowledge of what the baby needs in food, sleep, and clothing, and care. That the time has come when every nation through a special department, should provide the data concerning infants, which may be used by Boards of Health, and mothers everywhere. That Parents'

Associations and Mothers' Circles, for the study of children's welfare, in home, school and State, should be co-extensive with the schools which children attend. That study courses and libraries for parents should be provided, for every Parents' Association. That such Parents' Associations should unite because strength is gained by local, State and National association in a common cause—the welfare of the child through intelligent knowledge of his requirements.

That it is more important for every nation to conserve the physical and moral life of its helpless citizens, that to preserve natural resources. That money expended in the conservation of health will save money now spent on combating conditions caused by neglect of these conservative measures.

The knowledge of children's physical requirements will eliminate many diseases due to parental ignorance. The knowledge of the high, holy and pure functions of sex inculcated in the receptive minds of children, by parents, would go far toward preventing the social evil, illigitimate children, venereal diseases, and unhappy marriage.

The knowledge of how to develop honesty, reliability, purity and responsibility in children, would prevent criminality. The laws of health in food, ventilation, housing and sanitation, if understood and made possible, would also have a great influence on health of mind and body.

The methods of caring for the dependent, neglected, delinquent children, are not anywhere adequate or in accordance with what it is possible to do to elevate and help them. The care of children in individual homes, rather than institutions, or orphan asylums, is recommended. The group system, with house-mother, and distinct family life, is advised in institutions. The placing of wayward children in homes, where experts in child-care may study and guide them, instead of in the reformatory, with large numbers of children, is advised in the line of progress.

Patient, trained, sympathetic probation care, in his home for every child whose parents are unable to control and guide, is recommended. Study of physical conditions, which may be the cause of moral failure, is important. The teaching of speech to deaf children at the natural age, without use of sign language, is recommended. The prevention of deafness, by ceasing to segregate the deaf, thereby preventing inter-marriage and perpetuation of the defect, is advised. The prevention of blindness, through wide-spread dissemination of

knowledge as to the cause, and means of prevention, with laws regulating the care of children at birth is recommended.

The prevention of causes of unnecessary orphanage, by legislation, providing that employers provide safeguards for life and health for those who work in mines or factories, is recommended. The protecting of children from labor detrimental to health, is recommended. At the same time, a certain amount of wholesome, manual work is necessary, and should be a part of the system of education, from the kindergarten through every school grade.

Decent housing and sanitary conditions should be mandatory, under supervision of Boards of Health. No community can afford to keep plague spots in its midst.

Play grounds for children should be mandatory, and in sufficient number that every neighborhood should have a place other than the street for the children. No children should be subjected to the criminal influences that come from association with criminals in courts, prisons and station houses.

Juvenile Courts and well organized probation system should be part of the system for child care in every community. No child should be in alms houses; no child should be permanently placed in family or institution without the authority of the court, and with a record that will make it always possible to trace them.

Probation officers should be skilled in home making, able to advise mothers in all that goes to make a good mother, and good housekeeping, able to aid in problems of child care, and to guide difficult children into safe, wholesome life.

Mothers organized in every Nation to study the physical, moral and mental growth of children, to study food values, sanitation and good home-making, to study community conditions, affecting children, with the purpose of making them wholesome and helpful, is the fundamental step that will elevate the standards of marriage, parent-hood and home life, and raise the physical and moral tone of the race.

You can promote the child-welfare work and help for parents in care of children.

Is there a Mothers' Circle or Parents' Association in your town, studying the needs of childhood?

Parents' Circles help the parents; they help the children; they help the school; they promote better community conditions.

SOME N. E. A. DECLARATIONS

We quote the following from the "Declaration" adopted by the N. E. A. at Boston, July 7, 1910.

The fundamental consideration in any system of schools is the development of inflexible integrity and strong moral character in those receiving instruction. The Republic cannot survive without a citizenship with high ideals of patriotism, duty, and service. This association, therefore, commends most heartily the growing interest in the moral development of the children of the nation.

While the members of this association are of the opinion that the old courses of study, which had as their chief object the giving of culture to the individual and of transmitting to him the best ideas and ideals of the past, should in no manner be weakened, we, nevertheless, very sincerely endorse the movement to make the courses of study offered in our schools more democratic, that they may meet the conditions of our modern commercial and industrial life. However, to meet adequately these new demands imposes upon the schools of the country additional financial responsibilities, and this Association appeals to the Nation and to the States for more liberal appropriations for educational purposes in order that this additional work in agriculture, in the trades and industries, and in Home Economics may be effectively undertaken.

A federal office of Education is necessary to the best development of education in the several States. The National Bureau of Education has for many years rendered a splendid service in disseminating information and developing educational ideals. During the past few years its increasing service and enhanced efficiency have been marked and stimulating. The plans which are now projected have the earnest approval and the enthusiastic endorsement of the educational interests of the entire country. The members of this Association hereby express their appreciation of the provision made for the better housing of the Bureau and the enlargement of its staff. We further respectfully urge on the Congress an increased appropriation for its support. In particular we urge that in addition to the usual appropriations the sum of $75,000 be made available at the next session of Congress for the organization of a more adequate staff of specialists with particular reference to work in the field.

In the judgment of the National Education Association, the time has arrived for the formation of an International Council of Education, to be composed of leading educators from all

the principal nations of the globe; the first meeting of the Council to be held in Washington, D. C., at some time during the year 1911. The Association hereby appoints the United States Commissioner of Education, the president and all living ex-presidents of the National Education Association, and seven others, to be chosen by the above designated persons, as a committee to formulate plans for such an International Council and to attend to their execution.

The character and efficiency of the schools must depend in the future, as in the past, upon the character and efficiency of the teachers. The profession of teaching should, therefore, attract men and women of the highest intellectual attainments, broadest culture, most thorough training, and loftiest ideals; to this end the salaries paid American teachers should be commensurate with salaries paid in other professions and in commercial and industrial pursuits.

* * *

LIST OF CANDIDATES FOR SUPERINTENDENT OF SCHOOLS

The following list may be of interest to school people and voters generally throughout the State:

Supt. of Public Instruction—Edward Hyatt, Incumbent, Republican; T. H. Kirk, Democrat, Los Angeles.

Alameda—Geo. W. Frick, Incumbent, Republican; T. O. Crawford, Democrat.

Amador—W. H. Greenhalgh, Incumbent; no opposition.

Alpine

Butte

Calaveras—Frank C. Wells; no opposition.

Colusa—Mrs. F. M. Rhodes, Dem.; R. W. Camper, Rep. Lillie L. Laugenour, Incumbent, not a candidate.

Contra Costa—W. H. Hanlon, Incumbent; no opposition.

Del Norte

El Dorado—S. S. Wilson, Incumbent; no opposition.

Fresno—E. W. Lindsay, Incumbent, Dem.; no opposition.

Glenn—S. M. Chaney, Incumbent; no opposition.

Humboldt—Geo. Underwood, Incumbent; no opposition.

Imperial—J. E. Carr, Incumbent, Dem.; L. Cooley, Rep., E. J. Morrish, Indep.; Mrs. C. C. Cameron, Socialist.

Kern

Kings—Mrs. N. E. Davidson, Incumbent, Dem.; W. J. M. Cox, Rep.

Lake—Hattie Irwin, Rep.; J. J. Berry, Dem.
Lassen
Los Angeles—Mark Keppel, Incumbent; no opposition.
Madera—Mrs. Rachael Cummings, Rep.; Craig Cunningham, Dem.; Estelle Bagnelle, Incumbent, is not a candidate.
Marin—James Davidson, Incumbent; no opposition.
Mariposa—Julia L. Jones, Incumbent; no opposition.
Mendocino—L. W. Babcock, Incumbent, Rep.; Geo. H. Rhodes, Rep.
Merced—Miss Margaret Sheehy, Dem.; no opposition.
Modoc—Mrs. Nettie B. Harris, Rep.; Catherine Gloster, Dem.
Mono
Monterey—Duncan Stirling, Incumbent; no opposition.
Napa—Margaret M. Melvin, Rep.; Lena K. Jackson, Incumbent, Dem.
Nevada—R. J. Fitzgerald, Dem.; J. G. O'Neill, Incumbent, Rep.
Orange—R. P. Mitchell, Incumbent, Rep.; B. F. Beswick, Dem.
Placer—P. W. Smith, Rep.
Plumas
Riverside—Raymond Cree, Incumbent.
Sacramento—Mrs. Minnie O'Neill, Incumbent, Dem.; Miss M. B. Johnson, Rep.
San Benito—J. W. Caughey, Dem.; J. H. Garner, Rep.
San Bernardino—A. S. McPherron, Incumbent, Rep.; Mrs. Emma L. Jackson, Dem.
San Diego—Hugh J. Baldwin, Incumbent.
San Francisco—Alfred Roncovieri, Incumbent, Rep.; Wm. de Bell, Dem.
San Joaquin—John Anderson, Rep.; Mr. Braddock, Dem.
San Luis Obispo—F. E. Darke, Incumbent, Dem.; W. S. Wright, Rep.
San Mateo—Roy W. Cloud, Incumbent; no opposition.
Santa Barbara—Mamie V. Lehner, Incumbent, Dem.; L. A. Fox, Rep.
Santa Clara—D. T. Bateman, Incumbent, Dem.; E. L. Brownell, Rep.
Santa Cruz—Champ S. Price, Incumbent; no opposition.
Shasta—Lulu White, Incumbent, Rep.; Mrs. E. Leschinsky, Dem.
Siskiyou—Effie Persons Wood, Incumbent, Rep.; Willis Parker, Dem.
Solano—D. H. White, Incumbent; no opposition.
Sonoma—De Witt Montgomery, Incumbent, Rep.; Florence W. Barnes, Dem.

Stanislaus—Florence Boggs, Incumbent; no opposition.
Sutter
Tehama—Delia D. Fish, Incumbent; no opposition.
Trinity
Tulare—S. S. Ray, Rep.; J. E. Buckman, Dem.
Tuolumne—G. P. Morgan, Incumbent, Dem.; J. P. Gallagher, Rep.
Yolo
Ventura—J. E. Reynolds, Incumbent; no opposition.
Yuba—W. P. Cramsie, Dem.; Jesse E. Rich, Rep.

* * *

Idols of the Academic Cave

The long and short of it is that we, educators, don't educate. We are fuddled with educational fads; and we fuddle the schools in turn. From the universities the cry goes up: "How to do more than we do?" By doing fewer things and better; by requiring more of the schools. From the schools the cry goes up: "The universities require too much already. How do more than we can?" By doing fewer things and better. The universities do not require too much, nor so much as, in the near future, they will require. The schools are trying not much but many things. They are fuddled with fads of pedagogic ignorance and conceit. They can do more by trying less: Less number and variety of studies, less dawdling over them, less futile and mortal repetition, less subdivision into arbitrary cabins and compartments and two-inch treads of knowledge, less fear of over taxing the memory, less coddling of the child, less experimentation with half fledged theories of pedagogy, and with fads that are the source of laughter to goods and men. They can do more by trying less: Less spelling of words without syllables, and of syllables without letters, less baby arithmetic, and ten-year old arithmetic, and fifteen-year old arithmetic, less partial payments, and discounts, and calculations on stocks and bonds, for girls and those who having escaped being girls may also escape Wall street, less encyclopedic jumble of geography, less literary criticism and more grammar, at least two or three less of the weary repetitions of United States history. Fewer different kinds of effort, in other words—and more intellectual effort in fundamentals on the party of the child. Some accuracy in something. Less experimentation with half-fledged theories of pedagogy, and with fads that are the laughter of goods and men. Less worship of the idols of the cave. From Idols, by Charles Mills Gayley.

Department of School Trustees

The Opportunity of the High School

Nothing in our education is so new or so free as the high school. It is a development of yesterday. Only a few years ago it was first mentioned on our statute books. Now it is having a wonderful growth. Nearly every county already has its high school. Splendid buildings are going up everywhere at large expense. Liberal salaries are paid, plenty of teachers provided, magnificent equipments furnished. The people approve the idea. They support it generously. Nothing in our educational life is more striking than the Rise of the High School.

And the high school is free, free in its course of study, its text-books, its expenditures. It is fluid to dun into the mold of local conditions, to take the shape best adapted to real service for its people. It is unhampered by tradition, unbound by convention, untrammeled by the hide-bound prejudice of the past—because it is new.

Herein lies its opportunity. It should shape itself to the life of the people now, while it is building. California in the centuries of the future must live chiefly by agriculture and horticulture. We must be the orchard and the vineyard of the continent, with the world for a rival. Is it the part of wisdom to exclude our chiefest industry from the high school, where our choicest young people are preparing for life? The thing is absurd; preposterous. The genius of agriculture should overshadow, dominate our rural high schools. Our high schools everywhere should be in sympathy with the industrial life of the people who surround them and should intelligently undertake to broaden and enrich that life, to make it more efficient, better able to meet competition. In that way only the high school in future have a right to live and grow.

This idea of industrializing our schools is in the air. It is the keynote everywhere. Educational gatherings, educational literature, educational people are permeated by it continually. It is in the East as well as the West, in the South no less than in the North. The reason is that our nation is entering upon a new phase of its existence. It is no longer a nation advancing upon new lands, developing few resources,

conquering fresh fields. It must fight now for markets, it must feed its people, it must live and prosper by sheer efficiency against the fiercest competition of its older rivals. This is why the spirit of agriculture and the soul of industry must enter into our schools. Our young people must be prepared for the struggle. Their minds, their sympathies, their atitudes must be early turned in the path of their future usefulness, not steered off in some opposite direction.

For these reasons I am impelled to issue an occasional bulletin to the school people of California to call their attention to the opportunity of the high school; to show what some schools are doing; to give some of the ideas people are working on; and particularly to impress upon every one that the fact that now, while the new buildings are projecting, the new grounds selecting, the new plans shaping, is the time for those in charge of the present to reach out in spirit to the future. It will never be so easy again, nor so cheap. A grave duty rests upon us here and we cannot dodge it. The future will hold us responsible.—From Official Bulletin, State Office.

* * *

Court Upholds Law Against Fraternities

Doris Bradford, who was expelled from the Girls' High School last April because she would not give up her affiliations with a sorority, and whose fight in the Superior Court to be restored to good standing in the school has been watched with keen interest by high school pupils all over the State, has suffered a reverse in Judge Seawell's court.

The court upheld the Board of Education in expelling Miss Bradford, according to a statute adopted by the State Legislature in March, 1909. Miss Bradford's demurrer, which the judge overruled, contended that the State law was unconstitutional.

* * *

Beautifying the School Premises

Some of our school premises are pleasing spots in the city, yet more attention should be given to obtain proper sidewalks, curbing, grass, flowers, trees and shrubbery for our school properties. It is important that buildings and school grounds should be planned and decorated so as to serve as effective agencies for educating not only the children, but the people as a whole, in matters of taste. The school is becoming more and more a community center, and its larger opportunities impose new obligations. School buildings should be attractive

as well as healthful, and the adjoining grounds should be laid out and planned with appropriateness and beauty. We should encourage the neighborhood to join together in beautifying their school grounds.—Elmer L. Cave in Annual Report.

* * *

Sanitary Conditions in the Schools

Every care should be used to make the school buildings as sanitary as care can render them. Where the lives of such great numbers of children are concerned, no degree of watchfulness is too great to expend in safeguarding them. While our school buildings are in the main sanitary, yet there are certain matters that should be given immediate attention.

First—The unhygienic drinking cups should be taken out of every one of them, and the drinking fountain installed in their stead.

Second—The use of the common towel should be positively forbidden, and if towels are to be used at all, let us use the individual hand towel.—E. L. Cave.

* * *

IF THEY ARE RIGHT

If they are right who claim that after death
  To Nature's humbler types we shall return,
I only ask that the same Spring-tide's breath
  May find us side by side, as flower or fern.

If they are right, whose more ambitious way
  Claims that to higher spheres we upward trend,
Oh, wait for me, who, hampered by this clay,
  Fear that too far beyond you may ascend!

But these philosophies can never sweep
  From out my heart, a childlike hope of fair
Green meadows, where you wait, your eyes all deep
  With longing unfulfilled, till I am there.
    —Nancy Higginson in New England Hagazine.

* * *

Alexander Sheriffs has been re-elected City Superintendent of San Jose at an increase of salary from $2000 to $3600. L. B. Avery, principal of the high school, was given $3000 per year, an increase of $300.

The Western Journal of Education

Official Journal of the Department of Public Instruction

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Editorial

Politics in the Schools

The primary campaign for school superintendents had its lessons. Superintendent of Public Instruction Edward Hyatt attended strictly to the duties of his office and depended entirely upon his record. In a State wide campaign, without organization, it was impossible to impress on the voters a full knowledge of his work for the schools. Under the circumstances his election was a remarkable tribute.

Allison Ware, his opponent, endorsed by the Lincoln-Roosevelt League, conducted a clean, manly campaign for the office. He issued a statement showing clearly his educational creed and qualifications and made a number of campaign speeches in which there was no abuse, but an optimistic presentation of problems that the State office ought to solve. Allison Ware, like Edward Hyatt in his home county, received a big majority. The campaign was certainly conducted on a high standard of professional ethics.

In San Francisco a different state of affairs prevailed. Frank J. Browne was endorsed by the Lincoln-Roosevelt League for City Superintendent of Schools, and he issued a platform that called for radical changes in the administration of the schools of San Francisco. His platform has since been

adopted in part by both the Democratic and Republican parties. Superintendent Roncovieri, the incumbent candidate for re-nomination, appeared before the Good Government League, and made an attack on Browne, based on a lot of ten-year-old newspaper clippings, and later secured the publication of an attack on Browne in the San Francisco Call and Post, even going to the extreme of calling Browne an "Unconvicted Grafter." It was unfortunate for Roncovieri that R. L. Edwards, T. N. Henry and others, cognizant of the facts, were in San Francisco. They appeared before the Good Government League. R. L. Edwards testified that he had written and paid to have published most of the material against Browne, making the statement that the "Special Interests" which he represented had lost business through Browne's educational policies. After hearing the testimony, the Good Government League endorsed Mr. Browne's candidacy unanimously. He then wrote an open letter to Superintendent Roncovieri which was a masterpiece in clearness of statement, in dignity of style, complete and convincing in its refutation of Roncovieri's charges. Browne taught his classes each day during the campaign, teaching even on the day of election. He was defeated, but in defeat is victorious. For the fifteen thousand men who voted for him will insist on a high quality of educational leadership and that the law shall be changed in accordance with Browne's platform. The iniative has been taken. It will only be a question of time until San Francisco will take a stand for a sane method of school administration. We are spending millions for school houses. We have hundreds of good and well trained teachers. We must have expert leadership.

In another part of this issue appears the results of the primary election for school superintendents throughout the State. The results show that a large percentage of the superintendents received the nomination of all parties, and that the voting public is taking an intelligent view of the importance of school supervision from the standpoint of efficiency.

* * *

The Chico State Normal

The trustees of the State Normal School at Chico tried Dr. C. C. Van Liew, the president, on charges of improper conduct. The trustees after hearing the evidence, acquitted Van Liew, by a vote of 3 to 2. The trustees at a later meeting felt that the educational interest of the school required a

change of administration. Dr. Van Liew was removed. The Chico State Normal School has done excellent service for the schools of the State. The publicity of the past sixty days should not affect either the standing of graduates or pupils. A new president will be elected and the school will continue to do its service to the State. The witnesses for Van Liew and against him will not be materially affected. The poison, subtle, but deadly or detrimental publicity will affect Dr. Van Liew's educational career. It is a case where the judgment of men is weak and where the lines of Joaquin Miller is man's best creed.

In men whom men condemn as ill
I find so much of goodness still.
In men whom men pronounce divine
I find so much of sin and blot,
I hesitate to draw the line
Between the two when God has not.

* * *

Educational Insurgency

When President Fred T. Moore hurled at Hugh J. Baldwin, Mark Keppel and others the word "Insurgent" at the San Jose meeting of the C. T. A. there was but little thought it would grow into a State wide movement, affect legislation, part friends, injure special interest and change educational policies and even affect the careers of men and women. The insurgents lead by such men as Hugh J. Baldwin, Mark Keppel, Duncan Stirling, Frank J. Browne and others, who will ever stand by this motto: **To support proposed legislation, educational policy or regulation or theory, when right, whether proposed by the California Council of Education or by an individual, and to oppose whatever in their judgment is wrong, no matter whether it is proposed by an association or by individuals.**

Insurgency stands for the highest educational leadership; for the best in our civic and educational life; for the interpretation of educational work from the viewpoint of truth, and not self-interest; for a standard of professional ethics that shall be for "us" and not only for the other fellow; for the higher truth and not truth interpreted in the language of material interests. We stand at the bat—ready.

Needs of the Schools

A great problem that must be considered by trustees and school superintendents is a larger average daily attendance. This is particularly true of the City of San Francisco and some of the rural districts. The compulsory educational law should be enforced. It is more important, however, to have parents create a desire in their children for an education. The great need, therefore, is for the parents to do their part in the education of the children. The authorities should have a course of study that would meet the needs of the children. The trustees should make the grounds and the school rooms attractive, and the teacher should be able to make school life desirable. These are imperative needs.

* * *

Manual Arts and Home Economics

The growth of the demand for a school like the Santa Barbara State Normal has been phenomenal. There have been over five hundred inquiries the past few months for catalogs. The Domestic Economy Course at the University of California has a number of students preparing for entrance to the Santa Barbara School. Miss Rich is in demand from Humboldt to San Diego for talks on "Home Economics."

* * *

Teachers' Institutes

The season of the teachers' institute is at hand. It is the most important week of the year in many of the counties. The work of the institute has been greatly hampered during the last few years by superintendents calling the institute in conjunction with the various associations. The expense of travel, the loss of time, and the loss of social fellowship and the "crowd" are some of the detrimental activities of the big associations. The instructors are an important element in the success of an institute, and a superintendent that is fortunate in securing men and women who are both efficient and sufficient is sure to have the appreciation of the teachers and citizens of the county in which he lives. The following are available for a few dates: University of California, Department of Education, R. G. Boone, D. P. Barrows, C. E. Rugh, N. S. Thomas and E. C. James; from the Faculty, Prof. Washburn, Prof. Richardson, Prof. Armes, Prof. Bowman, Prof. Morgan, Prof. Babcock, Prof. Holway, Prof. M. Stephens and Prof.

Hoag; Stanford University, Department of Education, Prof. F. E. Davidson, Prof. Lewis M. Terman, Prof. Rufus Bentley and Dr. Ellwood P. Cubberley; from the General Faculty, Dr. O. P. Jenkins and Lee Emerson Bassett; State Normal School, San Francisco, David Rhys Jones, Effie McFadden and Anna Weibalk; San Jose State Normal School, Miss Agnes Howe, History; Mrs. W. M. George, Geography; Miss Anna Nicholson, Miss Margaret Schallenberger, English and General Methods; Miss Helen Sprague, English; Miss Rebbeca English, Primary Methods; W. H. Baker, Arithmetic; Miss Vivian, Drawing and D. R. Wood, Nature Study; Chico State Normal School, Riley O. Johnson, Agriculture.

There are also capable men and women for teachers' institutes in both the State Normal at San Diego and at Los Angeles. The following are also available: T. L. Heaton, San Francisco; Supt. Mark Keppel, Los Angeles; Prescott F. Jernegan, Napa, Cal., illustrated lecture on the Philippines; C. Coggins, 776 Mission street, illustrated lecture on Birds; Thomas P. Brown and Job Wood, Jr., Sacramento, Cal.; Allison Ware, 455 Buena Vista, San Francisco, Cal.

* * *

Team Work

The teachers, the school trustees and the superintendents should do team work for the children. The teachers, the teachers' associations and the California Council of Education should do team work for the children. Here are two legitimate points of view leading to the same desirable results. The teachers, the school trustees and the superintendents are near the people, they are elected by the people, are directly responsible to the people. The teachers, the associations and the California Council of Education are self-organized and are disconnected from the votes of the people. They do not represent the fundamental law of democracy like the teachers, the trustees, and the superintendents. Therefore, this journal is open and free, and ever ready for helpful service to the teachers, to the trustees, and to the superintendents. We are right; the other fellow is wrong.

* * *

The N. E. A. and Mrs. Young

George Alfred Brown in the September issue of the School and Home Education raises the same question in reference to the N. E. A. that this journal has discussed in reference to the organization of the California Council of Education.

It certainly is not the function of the officers of a democratic organization to dictate its future by an autocratic use of power. The relation of such officers is more that ascribed to woman in Longfellow's verse:

> "As unto the bow the cord is,
> So unto the man is woman;
> Though she bends him, she obeys him,
> Though she draws him, yet she follows."

The N. E. A. must be considered as one means of meeting two dangers, or rather obstacles, to a free and perfect development of public education. These opponents are not new but very old obstructors to schools that are made entirely independent of their control. They are probably less able today than ever to hinder progress, but their opposition must still be met.

How to best meet these old dangers is as much a part of the study of public education, to be assisted in by the N. E. A., as are the more technical and professional problems. Those who feel that dangers are to be provided against by preparedness for war; that organized opposition is to be met on its own grounds and overthrown; that progress is to be attained by power to compel obedience to some particular plan of advance; those who, in fact, believe that government is to be secured by leaders able to use the power of government to establish that order which the led will then be expected to approve must feel that the N. E. A., to be most effective, needs to have a more definite purpose than was typified in the old "National Educational Association." That term expressed little more than a means to nourish a nation-wide interest and study of education. The new name of "National Education Association" may be understood as including the more definite purpose of an established system of national education with an organization by which its government may be secured. Those who feel the need of this may be understood when they declare, as some of them did, that with the election of Mrs. Young the "National Education Association" died. All that incorporation gained may seem lost and but the old "National Educational Association" remains.

Mrs. Young is evidently democratic both in theory and in practice. She does not recognize autocratic systems and seek to meet the opposition of one by the organization of another to combat it. **She appeals directly to individuals, to the**

teacher as a teacher, to the citizen as a citizen. **This does not mean that partisanship to a class or formal loyalty to the State, be she right or wrong, is recognized.** The teacher as a teacher merges his life for the time in his work. So far as possible he seeks to acquire for himself every needed ability and to secure for the children every needed facility for their education. In Chicago the teacher, seeking in this spirit, is to be recognized as a unit in the administration. It is with a spirit of citizenship similar to this that every vote in America is supposed to be cast. **The dangers to public education as well as the greater needs of the modern school are to be met by direct and personal appeal to the citizen as such a citizen, and not by force or stratagem over organizations that, so far as they maintain partisanship and exact loyalty to themselves, would limit the exercise of citizenship.**

If the final appeal is to the citizen and not to the partisan then it must be made in the attitude and feeling of a citizen, and in the freest spirit of citizenship, together with the light of as full knowledge of the possibilities and the needs of education as may be attained. The more democratic the organization of the N. E. A., and the more directly the teacher is recognized therein, as Mrs. Young would have her recognized in Chicago, the greater should be its ultimate influence for the good of public education.

Success to Mrs. Young in her office of president of the N. E. A. She has a great opportunity before her. None have the interest of public education more at heart than some who opposed her election at this time. None will be more loyal to the better way as she will demonstrate it. She has with her, in whole-hearted support and enthusiastic good will, the great body of American teachers.

* * *

The more quietly and peaceably we all get on, the better —the better for ourselves—the better for our neighbors. In nine cases out of ten the wisest policy is, if a man cheats you, quit dealing with him; if he is abusive, quit his company; if he slanders you, take care to live so that nobody will believe him; no matter who he is, or how he misuses you, the wisest way is generally to let him alone; for there is nothing better than this cool, calm, quiet way of dealing with the wrongs we meet with. Peace is the proper result of the Christian temper. It is the great kindness which our religion doth us, that it brings us to a settledness of mind, and a consistency within ourselves.—Bishop Patrick.

Western School News

Meetings.

The California Teachers' Association will hold its session December, 1910. A. Roncovieri, San Francisco, Pres., L. E. Armstrong, Oakland, Cal., Secty.

Northern California Teachers' Association, G. W. Moore, President, Colusa; Delia D. Fish, Secretary, Red Bluff.

Central California Teachers' Association, E. W. Lindsay, President, Fresno; Margaret Hanson, Secretary, Visalia.

Southern California Teachers' Association, A. S. McPherron, President, San Bernardino; Mark Keppel, Secretary, Los Angeles.

National Educational Assn., Ella F. Young, Chicago, Ill., President; Irwin Shepherd, Secretary, Winona, Minn. 1911 meeting San Francisco.

Mr. C. L. Olney, formerly principal of the Fresno High School, is now the principal of the Santa Barbara High School.

* * *

H. O. Williams, formerly of the Santa Barbara High School, has been elected principal of the Sacramento High School.

* * *

Superintendent Mark Keppel of Los Angeles County and President Edna Rich of the State Normal School of Santa Barbara have been announced as instructors at Superintendent Underwood's institute, Humboldt, County, September 12th.

* * *

Superintendent Mark Keppel was the first county superintendent to furnish the official journal with a list of the new clerks of school districts.

* * *

The Charter Commissioners of Sacramento propose to eliminate a Board of Education entirely and to place the entire management of the schools in the superintendent, elected by the city commissioners.

* * *

It is time for San Francisco to wake up to the need of a great assembly hall.

* * *

The reports show that a large number of men have been elected to positions in the California schools from the Middle West and the Northwest.

* * *

The Lodi Sentinel of July 26th contained an article showing the widespread publicity given the California School System through the hand-book on Conservation issued by the State Office.

* * *

The attention of the educators of the State has been called recently to a new device for illustrating a subject which has been much

neglected in our schools. Prof. J. E. Williams of Ceres has invented an apparatus which illustrates the geography of the heavens and the fundamental truths of astronomy in such a clear, effective, and fascinating manner as to make a subject, heretofore difficult of comprehension, easy, interesting, and profitable to grammar grade and high school pupils. There has been a long felt need by many teachers for something of the nature of Mr. Williams' invention and the appearance of "Williams' Cosmoscope" at this time is greeted with the approbation of all educators, and those who have had an opportunity to see what can be accomplished with it have heartily endorsed it for use in the schools. Mr. Williams is to be congratulated for his ability to produce an apparatus of such exceptional merit as to be a valuable and permanent contribution to the cause of education, and it is to be hoped that teachers and school officers, everywhere, will avail themselves of the opportunity to place this valuable apparatus in their schools.

* * *

The Agriculture High School Course has been arranged in the Stockton High School for the year 1910-1911.

* * *

A fire occured August 28th and caused $2000 damage to the State Normal Building, San Diego. Damage was confined to the president's office, where furniture and fixtures were burned and walls damaged by smoke and water.

* * *

Miss Charlotte Cerf of San Francisco appealed from Board of Education, San Francisco, to State Superintendent of Schools Edward Hyatt, on the question of salary. Superintendent Hyatt decided in favor of Miss Cerf and the Board paid the salary in accordance with the decision.

* * *

Three thousand and ninety-one students had registered at the University of California up to August 23d, and all enrollment figures at the institution have been broken by the gain of nearly 350 students for the year. The increase in new students is 90; in old students 186 and in graduates 72. A year ago the number registered on the first day was 2,399, and in 1909 the enrollment reached 2,250. The gain each year, with the tremendous jump this year, shows a marvelous growth of the university.

* * *

Dr. Ellwood P. Cubberley has been borrowed from Stanford University by Harvard for six months to deliver lectures on school administration.

* * *

Stanford University refused admission to several hundred women students at the opening of the term on account of the 500 limit. A large number of the students entered Mills and other colleges.

F. E. Jeffres, music teacher of Palo Alto schools, conducted the music in the Summer School in Louisiana.

* * *

W. H. Mower of Nebraska has been elected to the new high school at Hughson, Cal.

* * *

A. H. Adrian of Santa Barbara has just concluded a series of Chautauqua lectures in the Middle West.

* * *

SANTA BARBARA STATE NORMAL SCHOOL OF MANUAL ARTS AND HOME ECONOMICS

So many applications have been received for attendance in the State Normal School at Santa Barbara that but a small percentage can be accommodated. This flood of applications has come in spite of the fact that the faculty of the school has not as yet prepared catalogs, and no formal notices of the school work have been sent out.

When the relative size of Santa Barbara and its remoteness from the large cities, the so-called centers of interest, is realized, it is remarkable that such a small city should be the first on the Pacific Coast to possess a school which is even yet unique in the educational world. The applications have been received from many States showing that students looking for the higher training are alert and wide-awake to the advantages of this school. Progressive teachers from everywhere are sending letters of inquiry immediately upon hearing of the institution. Parents who wish to learn the entrance requirements so that their daughters may be well prepared, are sending to ask advice as to the course of study which should be taken in the high school. Graduate students also desire to know in what they must be proficient before they come to the Santa Barbara Normal School Two years of normal school, university, or college work or several years' teaching experience is required for entrance. Since the school is the only one of its type in the United States, it must, in order to give its graduates the highest standing as "special" teachers, demand the qualifications necessary for success. It is not the immediate but the future needs that must receive the first consideration.

Miss Edna A. Rich, president of the normal school, attended the National Education Association's convention in Boston. She presided, in the absence of the president, over the session in which were present those teachers interested in manual training, home economics and arts. In addition she will delivered several interesting addresses before the convention. Miss Rich, during her trip, visited the manual art schools at Minneapolis, Milwaukee, Chicago, Boston and Springfield, Mass., New York, Cincinnati and St. Louis. Everywhere meeting the directors of manual arts work in all its phases, and learning from them the results of special training, whether along trade, vocational, technical or manual lines.

BOOK NOTES

Metcalf & Rafter's Language Series—Book One. By Robert C. Metcalf, Ex-Supervisor of Schools, Boston, and Augustine L. Rafter, Assistant Superintendent of Schools, Boston, Mass. American Book Co., publishers. Price 40c.

This is the first of a practical two-book series which has been tested in the classroom and proved standardized and carefully graded. Book One is designed for the fourth, fifth and sixth years, and, by its presentation of subject-matter, leads the pupil to express his thoughts spontaneously and with some degree of accuracy. It develops a plan for a careful and somewhat thorough study of familiar objects, and a closer and more systematic correlation of observation and expression. Lessons on subjects suitable to the pupil's understanding are supplied in the form of pictures, such natural objects as can be obtained easily, and interesting stories and poems. The teacher is thus freed from the necessity of hunting for and copying suitable matter for dictation and memorizing. Interspersed among lessons of this character are exercises for the purpose of fixing in the mind of the pupil correct language forms.

* * *

Three new volumes have been added to the Riverside Educational Monographs: "The Teacher's Philosophy in and out of School" by William DeWitt Hyde, President of Bowdoin College, "The Ideal Teacher" by George Herbert Palmer Alford, Professor of Philosophy, Harvard University, and "The Problem of Vocational Educational" by David Snedden, Ph. D., Commissioner of Education for Massachusetts. This series is edited by Henry Suzzallo; Houghton, Mifflin Company, publishers. Price 35 cents a volume.

* * *

"Captains of Industry" by James Parton; Houghton, Mifflin Company, publishers. Price 25 cents.

It is evident to all superintendents and teachers that not only is our school system lacking in means of preparing boys and girls for the great industrial life about them, but that our courses in reading afford scant material for arousing the interests of children the great industries and stimulating the ambition to seek success in their pursuit. "Captains of Industry" is splendidly adapted to meet this great need.

* * *

"The Health Index of School Children," by Dr. Ernest Bryant Hoag. Whitaker & Ray-Wiggin Co., publishers.

The object of this little book is to show teachers and students in

---

A POPULAR CALIFORNIA SONG

"California, Queen of Old Columbia" is the most popular song for California schools yet published. It has been recommended by many of our best musical and literary critics. Price, 10 cents. Address Mrs. Jennie L. Thorp, Healdsburg, Cal., or The Whitaker & Ray Co., 770-776 Mission street, San Francisco.

education how to detect easily those ordinary physical defects of the child which bar his progress in school and life, and to suggest means by which such defects may be removed, and good health afterward maintained. Incidentally it will prove of value to physicians and educators who are for the first time applying themselves to the problems of Health Supervision of School Children.

* * *

Farmer's Nature Myths of Many Lands. By Florence V. Farmer. Price, 45 cents. American Book Company.

This book for the third and fourth years is the latest of the Eclectic Readings, and contains fifty-five interesting stories from American, Asiatic, and European sources. They deal with such phenomena as fire, wind, the seasons, the heavenly bodies, the land and the sea, animals and plants. The wide range of sources tends to broaden the pupil's outlook and teaches him to look at the world through the eyes of many races.

* * *

The Song Series, Book Two, by Alys E. Bentley, Director of Music, Washington, D. C. Price, 42 cents. The A. S. Barnes Company, New York, publishers.

This is the third book in the Song Series and like its predecessors is a book that will delight the child, presenting the music to him in a fresh and attractive form. The study songs are of great variety and interest; the rhythm forms include dances, folk songs, games and marches. There are also songs for special holidays, and song classics selected from the noblest song literature.

* * *

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Don't make the mistake of thinking that the New International is a patched-up slightly added-to edition of an old book. The New International "is absolutely and completely new." The "old" International served merely as a starting point. It was still supreme in its field. It had cost a third of a million dollars but had grown old. To make the New International trained scholars have, for nearly ten years, labored over each line and each definition, eminent specialists have toiled to produce the tersest accurate statements of facts in science and art. Guiding them has been the Webster tradition of Get the Best, whatever the cost. The cost has been enormous, an added expenditure of over $400,000.00. The result is Webster's New International Dictionary.

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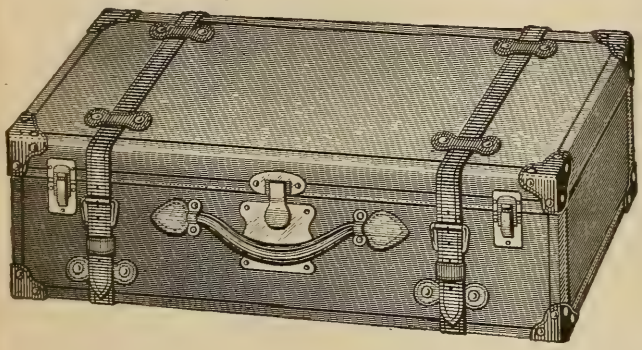
Tuolumne County High School opened September 6th with an enrollment of 110. It is expected that 25 more will enter. The corps of teachers are W. P. Campbell, Principal, Latin; Miss Mabel Nelson, Vice-Principal, Science and Mathematics; Miss Alice McInnes, English; Miss Elizabeth Smittle, History; Miss Mary C. Northrup, Commercial Branches. The school is first class in equipment; has fine athletic grounds and a good substantial and ornamental grand stand.



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Mr. Arthur Payne has accepted the principalship of the Huntington Beach High School.

* * *

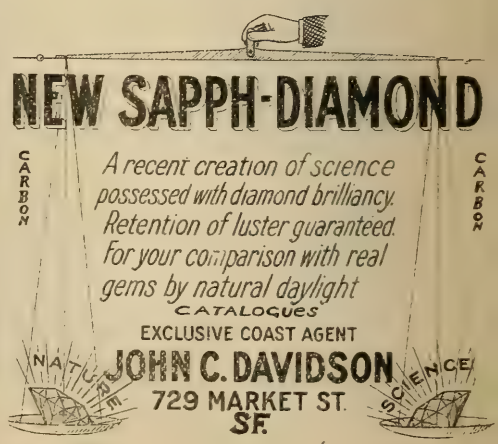
Mr. H. J. Hockenberry has accepted the principalship of the High School at Imperial.

* * *

The vice-principal, Mr. Watson, of the Los Gatos High School, has been elected principal.

* * *

Mr. Wm. Inch has accepted the supervising principalship of the Lodi School Department, vice Mr. U. H. Nicholson "who has been dropped for unprofessional conduct.



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Little Talks by the Way

By EDWARD HYATT

(Under this head Superintendent Hyatt will try to give some account of what he sees and hears and thinks in traveling about officially among the schools of California. It will be somewhat hasty and ill-digested, being jottings on the road. It will deal with personal experiences, and so may look egotistic. It will be subject to frequent change of opinion, and will seem inconsistent. It is done as a free and easy means of communication between the school people of the State and the central school office. If it provokes retort or comment, that will be printed, too, provided that it be brief and interesting.)

Remarkable Journey

My first Institute trip this year carried me over such a varied and interesting journey, illustrating so well the remarkable contrasts and modes of travel in this great State, that it may be worth telling in some detail.

*
* *

On the River

We left Sacramento Friday night at 9 o'clock on the stern wheel steamer Navajo. This is a new, fine boat, towering up like a three story house and so long that when they slowly swung her around by the aid of a gasoline tug boat she reached clear across the river, almost touching each bank. The transportation people are putting on new boats and booming this river trip as the Netherlands Route. It leads down through the reclaimed islands and diked lands of the lower Sacramento-San Joaquin bottoms. It is a most interesting passage, making an agreeable change for any one who

is tired of the railroad between San Francisco and Sacramento. Costs less money, too, only $1.50 for the 90 miles, as against $2.50 by rail. A berth to sleep at night costs 50 cents extra, or a fine large stateroom all to yourself, one dollar. One enters upon a new life when the boat cuts loose from the shore. No telephones can jingle. No telegrams reach him. The mail doesn't come. Special delivery letters never arrive. The people are all strangers. Life is less strenuous. One cannot chose but rest, hibernate, vegetate and rest. No sea-sick qualms, no rush and roar, but only a calm and peaceful floating down the somewhat muddy bosom of the river, all through the stilly watches of the night. At 7 o'clock in the morning we were tied up to the wharf near the Ferry Building in San Francisco.

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Across the Bay

Making a comfortable toilet in our stateroom, we hustled over to the Sausalito Ferry and bought a ticket to Eureka for twenty dollars. Those who live in the southern part of the State usually have vague ideas about the north. It seems as if the Oregon line were only a little way above San Francisco, as if you couldn't travel far in California beyond the Golden Gate. But observe that the fare is twenty dollars from San Francisco, straight north to Eureka; and that all of Del Norte County, a hundred miles and more, lies still north of Eureka. We had breakfast downstairs in the bowels of the ferry boat, while crossing San Francisco Bay, and landed at Sausalito, the southern terminus of the Northwestern Railroad.

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Riding on the Rail

Taking train at Sausalito, we scudded away for the north, through Marin, Sonoma and Mendocino Counties. Marin is well groomed, picturesque, full of the lovely homes and pleasure resorts of the city people who are rich enough and sensible enough to live in the country. Sonoma is a fertile and beautiful region of oak trees, streams and rounded hills. Vineyards and orchards and well tilled farms are everywhere. We pass into the Valley of Russian River here, and follow it up the rest of the day, to its very head waters. Entering Mendocino County, the spaces grow wider, the country more open, the farms larger. At noon we reach Willits, and the train

kindly allows us to go uptown in the hotel bus for a leisurely dinner. After dinner we return to the train and go on to Sherwood, the end of the line. Here we are in the high hills between the head waters of the Russian River flowing south, and Eel River, to the north.

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In the Devil Wagon

We get off the cars at Sherwood at 4 p. m. A tall, athletic young man is waiting with his automobile—a Pierce Arrow, 60 horsepower, 7 passenger car, that cost $7,000. Ten passengers for the north gathered around, each with a solid suit case, some with guns and other gear. The ten passengers were packed in, in two layers, one superimposed upon the other. The ten suit cases were stacked up on the fenders and lashed. Two five gallon cans of gasoline were hung on behind. A load of iron rings were fastened to the extra tire. Various sacks and bundles were piled on top of the engine. The chauffeur squeezed in. And then, finally, for good measure, the manager of the line stood up on the steps! And we were off!

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Afar in the Mountains

And that devil wagon, a great mass of steel and iron and human flesh, low to the ground, tight packed, three tons in weight, flew at the steep mountain like a fury. It rumbled a little, spat a time or two, growled and rumbled and up it went and down and around and up again. Cork screw windings, short turns, labyrinthian curves, lofty summits, backbone ridges, everything possible in mountain road building followed and daunted it not. Nothing was too steep or too crooked or too dangerous. It never went less than five miles per hour, even on the steepest grades; and never more than twenty-five. Bye and bye we overtook two friends of the manager, afoot. They were heartily ordered to get aboard; and they climbed upon the fenders, one on each side, for the rest of the evening; making fourteen souls, all told. And so we arrived at Twin Rock, our stopping place for the night, thirty miles from Sherwood. What a wonderful triumph of man! That a creature built by hands, of metal and wood, should take such a dead load as this, and whirl it at speed through the tangled mountains for thirty long miles between four o'clock and sunset!

Stopping Over Night

We disembarked at a country inn as the shades of night began to fall. The building was wide and long, set up on stilts and built of one thickness of up and down boards. It was admirable in its hygienic simplicity. No curtains or carpets to harbor the germs of disease and a free circulation of pure outdoor air through all the cracks. Then there was no need to strain one's ears to hear what was going on in the neighboring rooms. The slightest whisper was distinctly audible and a snore could be heard like a thunder clap. Supt. Mark Keppel was only three doors away and we could trace the unmaking of his toilet from shoes to nightcap by the varied thumps and rustlings, to say nothing of the smothered exclamations. He is quite fastidious, and we heard him call to the landlady in a somewhat pained voice: "Where am I going to wash?" "Out on the back porch!" she snapped. Although I listened carefully no other remarks were made. An impenetrable silence enveloped the scene. There was nothing further to be said on the subject.

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Through the Redwoods

Next morning at six, after a splendid breakfast, we packed the auto tight as ever and whizzed away to the north, along the backbone of a mountain range. Bell Springs marked about our highest altitude, over 4,000 feet above the sea. Toward the middle of the day we descended toward the tributaries of Eel River. Coming around a sharp turn on the downward pitch, we were suddenly confronted by a horse and buggy, with a woman and three children, only twenty feet away! The narrow road was bounded above by the steep mountain and below by a brushy precipice! The driver jammed his brakes down tight, but the overloaded machine slid its wheel slowly down the steep roadway, to the accompaniment of affrighted screams and frenzied outcries. The horse squared across the road and tried to get between the auto and the bank. The resistless weight came gently down against the buggy, slid it gently down the hill till the wheels collapsed and spilled the occupants out into the dust of the road. We helped them up, dusted them off, stilled the baby's cries with some chewing gum, lifted the buggy out of the road, led the horse down the hill and took Mrs. Murphy and her children in the auto to the nearest ranch,

where she borrowed a cart and continued her journey undismayed. But we in the auto went on with subdued spirits and thankful hearts, thinking of what might have been.

Soon we came into the splendid redwood forests of Eel River, the wonder of the world, the magnificent forest of the north. It was several miles smaller than when I went through it before, and it will soon disappear from the earth. Everyone who can should see it before it goes. It is one of the great things of earth.

The automobile landed us at Holme's Camp, where we took the logging railroad that is hauling out the forest, and rode down the valley to Eureka, the end of our northern journey.

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The Humboldt Institute

The institute as usual in this county was big and strong and wholesome, full of life and vivacity, responsive, hospitable. It was managed by Superintendent Underwood. Its features were a daily drill in music, many section meetings and careful callings of the roll. The County Fair was held during the same week, which offered all the dissipation and night meetings that the teachers needed. Magnificent exhibits of fruits, vegetables, woods and other products were displayed. One fine hill of potatoes were shown, with the vines attached, a luxuriant growth more than ten feet long. Make a drawing of this on the blackboard if you don't believe it was big.

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Rocked in the Cradle of the Deep

After three days of Institute I undertook to meet an engagement nearly a thousand miles to the south, at San Jacinto. To do so, we must leave on Wednesday, and by sea. No passenger vessel was leaving that day, so we struck a bargain with the lumber schooner Vanguard, deep laden with 400,000 feet of redwood lumber. She was lying eight miles away from Eureka on the bay, and had to be reached by launch. We could hardly find room to get aboard, for the steamer was piled high with a deck load, reaching away up, above the roof of the cabins even, bound down by twelve great chains reaching clear over the ship.

At 4 o'clock in the evening the vessel turned toward the sea. She surged over the bar in a fog, with a moaning, groan-

ing fog horn to the right and a harsh, jangling bell to the left. These sounds died away; and we were alone on the face of the deep. The captain and his mates watched steadily, never sleeping. The heavy vessel ploughed through the seas with little motion, almost like a ferry boat. The whistle blew every three minutes, all through the night. We never saw or heard a thing till three o'clock the next afternoon, when Point Reyes suddenly loomed up out of the fog, dead ahead of the vessel. Wonderful skill, that could pilot this lonesome ship all day and all night without anything for eyes to see or ears to hear and come out exactly at Point Reyes—not Hong Kong nor Honolulu nor Yokahoma, but Point Reyes.

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San Francisco Bay

Soon the Golden Gate appeared, and the sea was dotted with craft of every kind. Great old sailing-ships with canvas towering to the sky—salmon vessels from Alaska—big passenger ships from the Orient—war ships—fishing boats—everything. The water was populous. We passed into the great and lordly bay, fit for the shipping of all the world. The captain announced his ship and cargo through a megaphone to the reporters' boats that came to meet us. Soon we were tied to the wharf, only a few blocks from Market street and the Ferry Building that stands at its foot.

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To the Railroad

We hurried with our grips to the Ferry; crossed over to the Oakland side in an effort to catch the Owl, the Owl that flies 500 miles by night from San Francisco to Los Angeles. We had no berth engaged but fortune was with us. Dinner was on the heavy bosom of the sea; supper on the careering railway dining car. Only a few minutes had been permitted on terra firma. We went to bed and slept away the leagues of the San Joaquin plains, the peaks and tunnels of the Tehachepis, the valleys of the south. We got off the train in the Arcade depot at Los Angeles at 8:30 in the morning; and before nine climbed aboard another train to go a hundred miles further to the southward, the end of the journey in this direction.

A Dedication Day

Getting off at San Jacinto I was met by Lee Emerson in an automobile. You must know that a quarter of a century ago I was here the principal of the village school. Lee Emerson was then a white headed boy with a perpetual giggle, who was always on a front seat. Had I known that there were going to be automobiles and that Lee would own one I should perhaps have been more lenient with his pranks. Sailing home with him through the soft, southern breeze, seeing his handsome house, meeting his sedate wife and lovely children, sitting at his hospitable board—really, I felt quite ashamed of the many times and oft when I had ruthlessly jacked him up, had rudely chilled his boyish merriment! Now he is a banker, and the clerk of the school. All this by way of moral for the teachers who are reading this. Look out. You can't tell by their looks nor by their behavior, how your boys are going to turn out.

At night came the dedication of a magnificent new high school, Mission style, with a court and a fountain and ten acres of ground. The assembly hall was crowded, the doors and windows were overflowing, the courtyard was full. The old girls and boys, now men and women, were gathered from far and near. The master of the ceremonies was one of the old boys—he is now the county superintendent of schools. The orator of the evening was another—it was Senator Estudillo. The whole audience was polka-dotted with their cheerful smiling faces, the old boys and girls. 'Twas a unique celebration. 'Twould bring tears to the eyes of any old schoolmaster!

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High Schools Close Together

After spending Sunday in my old home, 'twas a pleasant thing to receive a gracious invitation to take part in the opening ceremonies of the Hewet High School, only three miles away. High schools are plentiful in this south country—eight in this one small county and another forming! Most of them building splendid buildings, and supplying large grounds!

The Hewet High School was in charge of its veteran principal, Edgar T. Boughn, who has been here nearly a decade. He had his whole school assembled, with his school board on the platform, and conducted a very pleasing opening exercise for the term's work, consisting of music and short addresses from the trustees, the principal and the others present

Don't Be Sarcastic

Avoid, O teacher, the habit of sarcasm, the practice of making cutting remarks. 'Tis a fierce and double-edged weapon. It is dangerously attractive to keen minds that have lately gone through the competitive grinding and polishing of a great university. During four years in the intellectual arena, one can easily forget the slowness, the rawness, the inexperience of childhood. It is easy to flagellate green girls and gawky boys, to cast them with the professor's old gibes and with witty new ones of our own. It is not hard to criticise small failures and shortcomings in such a caustic way that they seem the most important things on earth.

But don't do it. Large children are self-conscious and super-sensitive inside, however rough their exteriors may be. They are morbidly afraid of themselves, the prey of a thousand doubts and misgivings. They have absurd and exaggerated notions. The careless sarcasm sinks deep. The laugh of ridicule makes a wound deep and painful, though it be hidden with Spartan fortitude. What seems to us a jest may be to some youngster a poisoned dart whose sting remains for half a century. Steer clear of cruelty. Touch it lightly, this sarcasm. If the jest be not kindly, so clothed in sympathy and good humor that it cannot sting, then utter it not.

COMMON SENSE

In illustrating a lack of common sense that is not at all uncommon, President Seeley points out five directions in which false views of life are shown. 1. The importance given to professional success over manhood and womanhood. "All are more useful to the world if they will set the standard of manhood above the standard of their vocations." 2. Among teachers, too, great value placed upon recommendations and credentials. 3. Neglect of opportunities for literary and artistic culture. 4. Waste of energy by unnecessary effort, such as persistent standing in school, that is, not sitting down, and general nervous strain. He says: "I have met five women in the last month who spoke exultingly of having broken down nervously, as if it were a tribute to their womanhood instead of a crime against nature and God." 5. Constant change of methods without sufficient test of those that are already in use in their schools.—Pennsylvania School Journal.

Figures from the Statistician

By JOB WOOD Jr.

REVIEW OF EDUCATIONAL STATISTICS OF CALIFORNIA FOR THE SCHOOL YEAR CLOSING JUNE 30, 1910

By Job Wood Jr.

	1909	1910	Increase	Decrease
Number of Teachers Employed in—				
Kindergarten				
Women	179	208	29	
Elementary Schools				
Men	901	920	19	
Women	8,177	8,530	353	
High Schools				
Men	566	649	83	
Women	924	1,062	138	
Total	10,747	11,369	622	
Enrollment in Schools—				
Kindergarten				
Boys	2,774	3,418	644	
Girls	2,984	3,497	513	
Elementary Schools				
First Year				
Boys	35,331	36,742	1,411	
Girls	30,198	31,117	919	
Second Year				
Boys	21,701	21,844	141	
Girls	18,449	19,263	814	
Third Year				
Boys	20,568	21,902	1,334	
Girls	18,541	19,121	580	
Fourth Year				
Boys	19,939	20,887	948	
Girls	18,509	18,705	196	
Fifth Year				
Boys	19,578	19,504		74
Girls	17,673	18,292	619	
Sixth Year				
Boys	17,184	17,144	360	
Girls	16,281	16,848	567	
Seventh Year				
Boys	14,251	14,907	656	
Girls	14,433	15,091	658	
Eighth Year				
Boys	12,776	12,728		48
Girls	13,278	13,890	612	
Ninth Year				
Boys	1,679	2,745	1,066	
Girls	1,913	1,231		682
High Schools				
First Year				
Boys	7,329	8,827	1,498	
Girls	8,191	9,597	1,406	
Second Year				
Boys	3,806	4,196	390	
Girls	4,982	5,383	401	
Third Year				
Boys	2,436	2,615	179	
Girls	3,143	3,537	394	
Fourth Year				
Boys	1,815	2,042	227	
Girls	2,596	2,918	322	

	1909	1910	Increase	Decrease
Recapitulation—				
Grand Totals				
Kindergartens				
Boys	2,774	3,418	644	
Girls	2,984	3,497	513	
Total	5,758	6,915	1,157	
Elementary				
Boys	162,947	168,803	5,856	
Girls	149,275	153,558	4,283	
Total	312,222	322,361	10,139	
High Schools				
Boys	15,386	17,680	2,294	
Girls	18,912	21,435	2,523	
Total	34,298	39,115	4,817	
Total Enrollment in all Public Schools	352,278	368,391	16,113	

The first year shows a larger number of children than does the second year. This is caused mainly by the fact that many children enter the first year in January. They are counted in the first year that term and then the next term which shows them in the first year for two years. This exaggerates the enrollment for the first year. If some plan could be arranged so that the children could be reported in the grades in which they are on the last day they are in the school for the year we would get a more correct enrollment. But we would miss a great many who quit school during the year.

The teachers seem to overlook the fact that there is no ninth grade in the elementary schools. The law provides for eight grades and in future the reports will be arranged for the eight grades and no more unless the law is changed. It will be noticed that there is about 3,000 in the ninth grades. Most of these are in the evening schools in the cities.

	1909	1910	Increase	Decrease
Average Daily Attendance—				
Kindergartens	3,161	3,530	369	
Elementary Schools...	244,641	252,321	7,680	
High Schools.....	27,470	30,879	3,409	
Total	275,272	286,730	11,458	
Average Number of Days Schools Were Maintained—				
Kindergartens	189	184		5
Elementary Schools...	172	173	1	
High Schools	194	191		3
School Visits made by—				
County Superintendents	17,166	18,785	1,619	
School Trustees.....	16,199	16,608	499	
Number of Books in School Libraries—				
Kindergarten Schools..	614	816	202	
Elementary Schools...	1,895,487	2,049,629	154,142	
High School.....	178,027	196,033	18,006	
Total	2,074,128	2,246,478	172,350	

	1909	1910	Increase	Decrease
Number of Pupils Graduating During Year from—				
Elementary Schools				
Boys	7,314	8,103	789	
Girls	8,799	9,529	730	
Total	16,113	17,632	1,519	
High Schools				
Boys	1,495	1,720	225	
Girls	2,281	2,527	246	
Total	3,776	4,247	471	
Financial				
Average Amount Paid Teachers During Year as Salary in—				
Kindergartens				
Women	$735.32	$768.28	$32.96	
Elementary Schools				
Men	$870.29	$927.08	$56.79	
Women	672.01	697.96	25.95	
High Schools				
Men	$1,469.59	$1,465.82		$3,77
Women	1,026.27	1,076.44	50.17	
Receipts—				
Kindergartens				
Balance on Hand	$ 1,940.39	$ 16,434.99	$14,494.60	
Taxes of All Kinds	145,810.81	169,631.33	23,220.52	
Donations	1.90			1.90
Total	$147,753.10	$186,066.32	$38,313.22	
Expenditures—				
Kindergartens for				
Teachers' Salaries	$117,476.26	$144,659.42	$27,183.16	
Supplies	10,085.85	13,041.95	2,956.10	
Buildings	3,486.40	7,634.91	4,148.51	
Total	$131,048.40	$165,336.28	$34,287.88	
Balance on Hand	$ 16,704.59	$ 20,730.04	$ 4,025.45	
Elementary Schools				
Receipts—				
Balance on Hand	$ 2,689,138.68	$ 3,808,506.76	$ 1,119,368.08	
State Apportionment	4,428,423.22	4,719,263.90	290,840.68	
County Apportionment	3,641,858.59	4,687,588.10	1,045,729.51	
City and Dist. Taxes	1,575,304.79	1,322,027.47		253,277.32
Sale of Bonds	3,873,135.26	2,396,474.52		1,476,660.74
Miscellaneous Sources	391,570.27	341,960.88		49,609.39
Total	$16,599,430.81	$17,275,821.63	$ 676,390.82	
Expenditures for—				
Teachers' Salaries	$ 7,399,445.69	$ 7,927,081.03	$ 527,635.34	
Supplies	1,908,936.46	2,254,071.13	345,134.67	
Sites and Buildings	3,312,352.16	3,365,907.79	53,555.63	
Books and Apparatus	113,586.56	127,154.24	13,567.68	
Total	$12,734,320.87	$13,674,214.19	$ 939,893.32	
Balance on Hand	$3,865,109.94	$3,601,607.44		$263,502.50
High Schools				
Receipts from—				
Balance on Hand	$ 822,892.61	$ 779,135.02		$ 43,757.59
State Apportionment	333,531.08	382,687.99	$ 49,156.91	
District Taxes	2,274,095.45	2,846,153.09	512,057.64	
Sale of Bonds	483,663.72	1,886,543.39	1,402,879.67	
Donations	44,918.79	73,926.66	29,007.87	
Total	$ 3,959,101.65	$ 5,968,446.15	$ 2,009,344.50	

	1909	1910	Increase	Decrease
Expenditures for—				
Teachers' Salaries	$ 1,808,766.81	$ 2,162,117.65	$ 353,350.84	
Supplies	553,497.23	659,844.60	106,347.37	
Buildings	684,780.51	1,162,995.66	478,215.15	
Books and Apparatus	72,841.81	106,009.35	33,167.54	
Total	$ 3,119,886.36	$ 4,090,967.26	$ 971,080.90	
Balance on Hand	$839,215.29	$ 1,877,478.89	$ 1,038,263.60	
State Normal Schools				
Teachers Employed—				
Men	34	37	3	
Women	90	96	6	
Number of Students Enrolled in Normal Department—				
Men	122	105		17
Women	2,196	2,216	20	
Number Pupils Enrolled in Training Department—				
Boys	986	1,087	101	
Girls	1,191	1,421	230	
Number of Graduates for the Year—				
Men	27	28	1	
Women	649	715	74	
Number of Graduates Since Establishment of First Normal School Men, 835; Women, 8,797 Total..... 9,632				
Receipts—				
Total for Year	$620,462.12	$388,058.58		$232,403.54
Expenditures—				
Total for Year	$248,210.54	$280,219.70	$32,009.16	
California Polytechnic School—				
Total Receipts	$ 95,119.25	$141,785.25	$46,666.00	
Total Expenditures	$ 90,053.75	$133,048.95	$42,995.20	
Recapitulation				
Receipts for—				
Kindergartens	$ 147,753.10	$ 186,066.32	$ 38,313.22	
Elementary Schools	16,599,430.81	17,275,821.63	676,390.82	
High Schools	3,959,101.65	5,968,446.15	2,009,344.50	
Normal Schools	620,462.12	388,058.58		$ 232,403.54
Polytechnic School	95,119.25	141,785.25	46,666.00	
Total	$21,421,866.93	$23,960,177.93	$ 2,538,311.00	
Expenditures for—				
Kindergartens	$ 131,048.40	$ 165,336.28	$ 34,287.88	
Elementary Schools	12,734,320.87	13,674,214.19	939,893.32	
High Schools	3,119,886.36	4,090,967.26	971,080.90	
Normal Schools	248,210.54	280,219.70	32,009.16	
California Polytechnic	90,053.75	133,048.95	42,995.20	
Total	$16,323,519.92	$18,343,786.38	$ 2,020,266.46	
Balance on Hand in—				
Kindergarten Funds	$ 16,704.59	$ 20,730.04	$ 4,025.45	
Elementary Funds	3,865,109.94	3,601,607.44		$ 263,502.50
High School Funds	839,215.29	1,877,478.89	1,038,263.60	
Normal Funds	372,251.58	107,838.88		264,412.70
Polytechnic Funds	4,992.59	8,736.30	3,743.71	
Total	$ 5,098,273.99	$ 5,616,391.55	$ 518,117.56	
Valuation of Property—				
Kindergartens	$ 91,024.00	$ 110,519.00	$ 19,495.00	
Elementary School	30,718,246.00	34,714,167.00	3,995,921.00	
High School	7,933,560.00	9,601,274.00	1,667,714.00	
Normal School	1,122,185.00	1,447,910.00	325,725.00	
Polytechnic School	220,270.00	225,270.00	5,000.00	
Total	$40,085,285.00	$46,099,140.00	$ 6,013,855.00	

State Board of Health

MEDICAL INSPECTION OF SCHOOLS

By Herbert Coolidge

Medical school inspection has already gained a firm footing in California. The energy and enthusiasm with which prominent educators and physicians are pushing this branch of health conservation makes it safe to predict that the time is coming when every community in the State will provide machinery which will insure every child from having his health endangered when attending school, whether by poor ventilation, or desks that do not "fit," or infection from contagious diseases, and will see to it also that all children are physically fit for the tasks required by the school routine. The universal assumption of this responsibility is urged by a contribution to a leading medical journal on the ground of justice. "If a community compels a child of school age to go to school," the writer says, "the same community must protect that child from harm while obeying the community's mandate." This authority, after deploring the excessive strain of school and home activities on growing children as a frequent cause of low vitality and permanent impairment of health, adds the statement: "If we are to have a robust nation a child should not be received as a pupil until he brings a certificate of apparent health and ability to withstand the confinement of school hours for the succeeding year."

The medical inspection of schools means a better time coming for the children. For education it means a lightening of school strains, a lessening of out-of-school friction, and, best of all, letting in the light to minds that have been retarded by physical or sensory imperfections. There will be fewer teachers who will work and worry and plan for the child that seems stupid because of defective eyesight or hearing, or the one who is stupid because of adenoids, malnutrition, or enlarged tonsils, or the one who is refractory because of eyestrain or low vitality, or impaired digestion, and in the end will be stormed at because "my daughter Mary doesn't learn," or "my son John doesn't mind."

The establishment of universal medical school inspection, like all such mammoth undertakings, will grow gradually out of a period of hard preparatory labor. For the way must

be made smooth by much education before that unwieldy leviathan, the public mind, will move. A large and difficult portion of this preparatory labor, i. e., the education of parents, will be done in a large measure by teachers in schools that are not yet medically supervised.

Educators are prone to look askance at public welfare promoters who tell of the good they ought to do by the expenditure of "a little time." And no one, at least no one who has taught school, will blame them. Fortunate it is, then, that the best work which is being done by teachers in the direction of making smooth the way for medical school inspection is incidental to the present day's work, in fact makes the day's work lighter. For the wise teacher makes it a point to consult the parents of the incorrigible or backward child, in order that a basis of mutual understanding and co-operation may be established; and the viewpoint gained by even a superficial knowledge of the principle of medical school inspection will tend to bring constructive results out of these conferences. There will be many instances when wayward Johnny will be sent to the oculist or the physician, instead of out to the woodshed to be "walloped," and when the doctor will decide that backward Mary needs a year out of school or fewer evening entertainments, or less candy between meals. With practice will develop a keen sense of health observation and numbers of children will be saved from dropping into the "problem" class by the early detection of mouth-breathers, those defective in eyesight or hearing, or possessing low physical efficiency.

Teachers in schools that are medically supervised work in conjunction with visiting nurses and physicians, and in a large measure have their problems worked out for them. But as yet the majority of educators have to toil at their school problems unaided; and there are many, doubtless, who will turn to the magazines for suggestions and inspirations. The current magazines that contain articles dealing with the medical inspection of schools are listed and abstracted in the Monthly Bulletin of the State Board of Health, which will be mailed free to anyone in California on request to the secretary, Sacramento.

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He who helps a child helps humanity with a distinctness, with an immediateness, which no other help given to human creatures in any other stage of their human life can possibly given again.

—Phillips Brooks.

A LETTER

To the Teachers of California:

Since 1889 the State laws have specified that no child or person shall receive the benefits of the common schools without having been successfully vaccinated, or having proved by repeated trials that vaccination will not result in a "take." The State Board of Health has investigated during the past year the extent to which this law is violated. The validity of the law and the power of the State Board of Health to require its enforcement has also been tested. Accordingly a general request has been issued to all Boards of School Trustees to comply with the provisions of this compulsory Vaccination Act.

This action of the State Board of Health will undoubtedly bring the problem of vaccination before every teacher. While the law does not specify that the teacher has any specific duty in connection with its enforcement, in the majority of school districts the trustees will order that the teacher shall receive the certificates, and exclude those who do not present "evidence of successful vaccination." Inevitably therefore the teacher will be drawn into the perplexing situation of deciding what children shall be excluded, and of meeting the objections of those parents who will make protest.

It is the desire of the Board to shield the teacher in these phases of enforcement of the law. Letters have been sent out to the Health Officers of the State requesting that they extend their aid to the Trustees and to the teachers in deciding any question concerning the operation of the law. It is believed also that if Trustees will adopt the form of certificate of vaccination printed below it will add to the protection of the children from the dangers of vaccination-infection and will lessen the friction arising over doubtful certificates.

There are three essentials for a safe and successful vaccination: (1) a pure potent vaccine; (2) surgical cleanliness in performing the innoculation; (3) adequate safeguarding of the wound from infection in the home during the course of the vaccinia. The following form of certificate will do much toward ensuring these three conditions, and will provide the necessary evidence for fixing the responsibility for any "bad effects" of vaccination.

(Front)

This is to certify that..... was vaccinated on.....191....., with proper aseptic precautions, and with vaccine prepared under U. S. Govern-

ment license. Full instructions were given for home-care during the progress of the vaccinia.

I have this day, ..., 191....., completed my observations of the case and certify that the vaccination was successful.

.....

(Signature of Vaccinator.)

.....

Vacciné number—limitation date—manufacturer.

Successful vaccination means that there has been evidence of a normal vaccinia, and that ordinarily the person so vaccinated may be assured of immunity to smallpox for at least five years without repetition of the vaccination.

"Notice to the Vaccinator.—If repeated vaccinations fail to 'take,' read the instructions printed on the reverse side."

(Reverse Side)

The only exception to compliance with the vaccination law, as it appears in the statutes of 1889, p. 32, is as follows: "The Trustees . . . are directed to exclude . . . any child or any person, who has not been successfully vaccinated; provided, that any practicing and licensed physician may certify that the child or person has used due diligence and cannot be vaccinated so as to produce a successful vaccination, whereupon such child or person shall be excepted from the operation of this act."

For persons to whom this provision of the law applies, the following certificate may be filled out:

I certify that.....has used due diligence and cannot be vaccinated so as to produce a successful vaccination.

.....

Number of times vaccinated.

.....

Signature of a Practicing and Licensed Physician.

Date, ..., 191.....

The various anti-vaccination societies are popularly supposed to object to the principle of vaccination protection, but a study of their arguments, so far as they have any basis in fact, shows that their data deals solely with cases of vaccination infection. It would seem reasonable to suppose that the "anti-vaccinationist" would unite with the "provaccinationist" in advocating a uniform vaccination certificate which would

make it possible to positively fix the responsibility for vaccination infections. At the present time, when this unfortunate thing occurs, the family questions the doctor's methods of vaccinating, the doctor questions the purity of the vaccine, the manufacturer, if he chances to hear of it, questions the cleanliness with which the family cared for the patient during the vaccinia. Neither the "pro" nor the "anti" vaccinationist can break this cycle of uncertainty and fix the responsibility, because the necessary data was not preserved at the proper time. The use of this certificate and insistence that both the vaccinator and the vaccinated rigidly observe every precaution, would provide ample evidence for determining the responsibility of parent or physician for any vaccination infection. If the vaccine number, the date limit, and the name of the manufacturer of the vaccine virus used are preserved, the complete history of this vaccine can be traced. The State Board of Health is ready to promptly investigate every instance of vaccination infection that may be reported under these conditions and to make public its findings.

The teachers can aid impartially both "sides" by calling the attention of the Trustees to this form of certificate and by notifying the State Board of Health immediately of any serious effects of vaccination among the children in their several districts.

The August number of the State Health Bulletin is devoted to smallpox and vaccination. The arguments against vaccination, as well as those for the measure are discussed. It is doubtful whether many teachers have ever informed themselves upon the statistical history of smallpox, and vaccination, and there has been no data on California available to them before. A copy of this bulletin has been placed in each school district in the State. It is hoped every teacher will be stimulated to read carefully this entire bulletin. As citizens occupying prominent and influential positions in every section of the State it is their duty to be fully informed of the facts relating to this subject.

In conclusion the State Board of Health desires to again express its opinion, that compulsory vaccination is a health measure, not a school measure, and that any temporary discomfort, which its enforcement through the combined machinery of the Health and Educational departments may cause shall in no way prevent the fullest co-operation between teachers and health officials in the many other important fields of human health conservation.

WILLIAM F. SNOW,
Secretary, California State Board of Health.

OUTLINE OF STUDY OF THE LAND AS PART OF A COURSE IN PHYSICAL GEOGRAPHY

By H. W. Fairbanks

In the following discussion and outline the author presents what seems to him would be the most profitable treatment of the land for ninth grade pupils. The needs of the California schools are particularly taken into consideration.

Among the reasons for a careful study of the land are the following:

1. Man and a large proportion of other living things depend upon the land for an existence.

2. The nature of the land surface affects the character and distribution of the organisms living upon it.

3. The features of the land are not permanent but change with greater or less rapidity. Hence in order to understand the relation existing between living things and their environment, or in other words, between the earth and its inhabitants, we must know how the present land forms have arisen, how they affect life at the present stage of their development, and what will be the influence upon life of their future modification.

4. The study of the relation of land features to climate and soil, and the effect of these on life introduces the pupils to a great variety of physical, chemical and biological problems.

5. The modern conception of a changing land surface with all its resultant effects, is not only the true one, but it also makes plain many otherwise obscure facts about the earth and its inhabitants. It adds greatly to the interest of ninth grade pupils in the subjects of history, geography and science, for the simple fact that it shows the relation of these things to their own lives.

In most texts the land is given half or more than half of the space, for as before said we live upon the land, and are chiefly dependent upon it for what we do and are. The problem is not so much whether the study of the land is valuable and suitable for pupils of the age under discussion, as it is the proper method of presenting it so that the pupils shall get some real benefit.

The emphasis upon the land is then a right emphasis, but not in the way it is generally given in the texts. The present critical attitude on the part of many high school teachers to-

ward physical geography as a ninth year study has come about in large measure through a wrong treatment of the land and through a wrong conception of what pupils of this period can profitably undertake. Ninth year pupils have far too often been put to studying land forms as objects in themselves. without being made to see beyond to the influence of these forms upon living things. We have also usually studied land forms from a book, thus violating one of the primary postulates of modern pedagogy, namely, that a working knowledge of the elements of science or of facts concerned with the needs of every day life cannot be gained without contact with the real things themselves.

In discussing the place and relative importance of the different branches of physical geography, such as the land. the water and the air we must remember that it is the practical concrete application of the knowledge gained to the needs of life that makes it of value to immature pupils. This is the time, when they should gain a broad comprehensive outlook on world phenomena and their relation to each other before taking up the different sciences. They should be made to see how our lives and the lives of all organic things are dependent upon the physical facts of their environment.

The term physical geography is a misnomer for what we really have in mind for ninth grade pupils is geography in its broadest sense. This must be based on real things rather than on books, and must be something more than the mere memorizing of particulars.

Modern geography teaches that we cannot really know a thing by merely describing it. We must learn something of its nature, its genesis and its history. Geography should not be defined as the study of the earth and man. It is rather the study of all the interrelated phenomena which go to make up this world of ours. It takes these up as they impinge upon and influence each other. The varieties of man are not accidental as we find them developed in different parts of the earth but rather definitely conditioned products. Varying conditions of life, climate, topography, soil and means of interchange lie behind the phenomena of man. This relationship is not a static but is continually subject to change now as it has always been in the past.

Ninth grade pupils need to acquire some working conception of their relation to the world, and this can be brought about in no better way than through a study of the land. We pass through life and do not, unless our attention is

forcibly called to the matter acquire any realizing sense of how intimately we are bound up with it and with the various characters which it assumes.

Physical geography for ninth grade pupils should really be introductory to formal science. It furnishes a setting or perspective which no other subject can give. To use the land again as an example, its plains, valleys, mountains, lakes and coast line should be taken up not as so many physical features of the earth but as factors in a world environment in which we grow up and spend all our lives.

An outline of a course in the study of the land must be made adaptable to the needs of particular localities. In a State whose physical features, climate and industries are little varied, one outline might do for the whole, but in California such a course must be arranged to suit the need of schools situated under exceedingly diverse conditions. No one text can be rigidly followed in different parts of the State and do justice to the pupils. It is not what the ninth grade pupils leans about the world at large that is going to stay by him and be of definite value, or fill in any worthy way the proper function of a course in physical geography. It is rather, in the first place, the concrete study of things, the study of the earth as it is open to observation in the neighborhood of the home or school. Through this study of what is about him the pupil acquires not only a definite concrete knowledge of things that he is going to have to deal with his whole life, but he is also in a position to understand in a rational manner the features of the world as a whole.

In arranging and carrying out a course in physical geography for the ninth grade, we must bear in mind that in California of all places there is the greatest need of adapting the course to the requirements of the local environment.

We must say to the teacher in the mountains, to the teacher in the Great Valley, to the teacher in Southern California, or on the sea shore that if you woul be successful you must make use first of all those facts of physical geography which are illustrated in your individual neighborhood. A fornia, or on the sea shore that if you would be successful you must not follow it blindly or necessarily emphasize the points which it emphasizes. Lay stress upon the facts of your district which are going to be of particular value for the purpose in hand.

While the educative value of the course lies primarily in introducing the pupil to what he can personally investigate

do not carry this to an extreme and use only such material. There may be no volcanoes in sight, and in many districts nothing to suggest them yet ninth grade pupils should know something about these interesting earth features. Some of the loftiest and most remarkable mountains in California are extinct volcanoes. And besides, in order to be able to take their places as intelligent citizens the pupils should be in a position to appreciate the references in general literature, as well as in the newspapers, to volcanoes and their disastrous effects. Where volcanoes are not at hand to be actually studied, they can be made fairly real through the study of photographs and lantern slides. We would say, illustrating the same principle, that pupils living in the Great Valley or in the Sierras should know something about the history and character of the coast line, and that in the more moist portions of the State the causes of the large desert areas in the West should understood, as well as their physical and biological features.

The pupil living in the Great Valley ought to know in a general way how the mountains that hem them in on all sides were made; how the Sierras were uplifted along a great rift or break in the earth's crust; how that Shasta and Lassen were made by outpouring of molten lavas and cinders, and how the Coast Ranges grew up through both folding and slipping of the earth's crust, and finally how running water, and in some places glaciers have sculptured these mountains into the infinitely diversified and picturesque forms which they now exhibit.

High schools situated in mountainous portions of the State should give particular attention to the forces of nature so actively at work around them. This would include a study of rock decay, formation of soil, the sculpturing work of running water, the origin of the main features of the topography, climate as related to elevation, vegetation as dependent upon soil, climate and slope exposure, the mining industry, formation of the common minerals, relative importance of mining, agriculture and grazing, the holding of the soil by vegetation, the retardation of the "run-off" by vegetation and humus, the effect of the position of the valleys and divides on character and lines of transportation.

A school situated in the Great Valley has much more material at hand for practical work in physical geography than at first thought would seem possible. The study of the weather and of general climatic conditions of the district can be carried on here as well as anywhere. We should include

stream erosion and deposition and the conditions governing them as illustrated by the shallow stream channels along the margins of the valley and the delta plains formed upon the gentler slope toward its centre. This study could be used as a basis for an inquiry into the great deltas of the State. From this the pupils might go on to the making of the valley and gain something of its history as shown in deep well borings. The distribution of the various kinds of soil and their origin and character should be given an extended study, also the relation of flood plain and upland to the natural productions of the region, and their influence upon various crops. This could be followed by a study of the factors governing the distribution of people in the valley, lines of communication, and the various occupations. The geographic barriers hindering access to the valley, the importance of the outlet through San Francisco Bay and the effect upon the valley of the last subsidence of the coast.

A school situated upon the sea shore or within reach of it has a wide range of phenomena open for observation. Among these we can mention climate as related to the near presence of a large body of water and the direction of the wind, the history of the shore line and the influences now affecting it, the sinking and uplift of the coast as shown in the drowned valleys on the one hand and in the wave cut terraces on the other, the character of the streams as they approach the ocean, the tidal lagoons at their mouths, the influence of the shore on the occupation of the people, the relation of harbors to commerce, the coastal plains, the influence of the mountains on the rainfall and productions of the interior, lines of travel and trade, etc.

In the large valleys of Southern California there is a great range in physical and life relations. Here we can study to best advantage the effect of mountain elevation on the water supply, denudation and erosion, the power of vegetation to protect the soil and retard the run-off, the accumulation of enormous delta cones at the mouths of the canyons, the character of their soil and their importance as storage reservoirs for water, the adaptibility of mountain slopes, debris cones and bottom lands to different products, the climate of the mountains contrasted with the valleys, the influence of the mountains on the precipitation, influence of the coast winds on rainfall, climate and productions, the importance of the mountain passes leading to the east and north, the development of the region as dependent upon the extension of rail-

roads, the general character of the region before and after extension of irrigation.

The above will serve as examples of the multitude of facts in every locality which can be introduced as a foundation for a study of physical geography. These form a sub-stratum of fact, and actual experience which can be made the basis of study of geographic relations of all phenomena which lie outside actual experience.

The geographic viewpoint has a great advantage over every other for the young student and should come before general or special science. The phenomena of the world as he sees them exhibited in the neighborhood are first of all geographic. The important thing in this study is the viewpoint, and geography takes the materials which would otherwise be necessarily given in a more or less disorganized way, and presents them as a connected whole. This is the essential thing for pupils of the ninth grade.

Suggestive or Generalized Outline of a Study of the Land for Ninth Grade Pupils

To Be Modified to Suit Particular Localities

Climate of the land determined by

1. Latitude.
2. Relation to large bodies of water. Reasons.
3. Direction of the prevailing wind. Reasons.
4. Presence or absence of mountain barriers. Reasons.
5. Elevetaion. Reasons.

The nature of the land surface and its relation to life.

1. Plains and broad valleys.
   - Origin of alluvial plains.
   - Climate and water supply of plains.
   - Natural productions of plains.
   - Plains in relation to agriculture and mining.
   - Population of plains.
2. Mountainous surfaces.
   - How mountains are formed.
   - How mountains wear down to plains.
   - The characters of mountains at different stages in their history.
   - The economic importance of mountains at different stages of their development.
   - The climate and productions of mountains.
   - The leading occupations of mountain people.

3. Rivers and Lakes.
   - The work of water in tearing down the uplands.
   - Characters of stream basins at different stages of their development.
   - Origin of lakes.
   - Influence of streams upon travel and transportation.
   - Economic importance of lakes.
   - Salt and alkali lakes.
   - Influence of lakes upon floods of streams.
4. The Coast Line and its influence.
   - Character of the coast line determined by the nature of land slopes lying back of it.
   - Coast of a sunken land compared with that of an uplifted land.
   - Commercial importance of different kinds of coasts.
   - Wave action along coasts.
   - Origin of coastal islands.
   - Climate of coast compared with interior.
   - Occupations of coastal regions.
5. Soils and their relation to life.
   - Origin of the different kinds of rocks.
   - How rocks decay and make soil.
   - Nature of soil dependent upon kind of rock from which it has been derived.
   - Residual and transported soils.
   - Soils of mountains, valleys and deltas contrasted.
   - Distribution of vegetation as related to soil and slope exposure.

Surface of the land as related to the spread of life.

1. Climatic Barriers offered by the land.
   - Deserts.
   - Mountain ranges.
2. Physical barriers offered by the land.
   - High mountain ranges.
   - Fault scarps.
   - Precipitous canyons.
   - Streams not navigable, marked by rapids and waterfalls.
3. Spread of life facilitated by.
   - Gentle slopes of old mountains.
   - Gently flowing streams.
   - Passes in mountain ranges.
   - Favorable climate with many streams and lakes.

THE EPIC AS AN HISTORICAL SOURCE

BEOWULF—The Epic of the Saxon Race

By J. D. Sweeney, Red Bluff, Cal.

Many months since we attempted in a humble way through the Western Journal, to make a study of the great German epic. We hope now to further set forth the value of epic poetry as a source of history. A literary production may be read and studied for many purposes. Among these is the search for historic facts. While in the epic there are many things that must be set aside as of little historic value still this form of poetry is valuable in presenting the motives as well as many minor things that we may read between the lines.

The epic in many respects is a reflection of the real life and customs of an early people. Their hopes, religious beliefs, war customs, are all portrayed with life-like procession.

The epic is the earliest form of poetry, and is generally a composite of many poems or rather songs. When the fierce warriors were carousing after a victory the bard was called for and with the harp he sang or chanted the valorous deeds of his chieftain. As time went on, he repeated some favorite chant until it became fixed and was taken up by others until the most popular became known far and wide. As the song grew there generally followed the demand for more and the original minstrel either made up a new one or related the later deeds of the hero. Thus grew up a number of different poems, songs, or legends about some heroic character.

Many years after some more learned bard saw the value of these many lays and he wrote them down in connected form and thus we get the epic. Now as to some of the things we gain from this poem before we enter upon a discussion of its theme. As stated we find the life of the people pictured with rare skill. Their passion for revenge, a ruling passion of all primitive peoples, is set forth (1385), this passion is the basis of our modern social life, as the only way to check the lawless. The old "eye for an eye" custom gives way to blood money (1055) thus marking the passing from barbarism to civilization. The treatment of captives, how they were mutilated, their limbs dismembered, and their heads carried as trophies is illustrated (2939). The manner of the settlement of the

fueds common to an early race is finely shown (2025). The military relations between the chief, the king, the thane, the freeman, the serf and the thrall are all here.

As far as can be determined this epic was written about the tenth century, though this is far from certain. The scene is first laid in Denmark, the characters are essentially Germanic. Hrothgar, the Danish king, built an immense hall.

> "of halls the noblest: Heorot he named it
> whose message had might in many a land."

Night after night this hall was filled with fierce warriors carousing and fighting,

> "So lived the clansmen in cheer and revel
> a winsome life, till one began to
> fashion evils, that fiend of hell."

This was a horrible monster

> "in moorland living,
> in fen and fastness";

hating all mankind, and aroused by the sounds of revelry that came from the hall. One dark night after the warriors had fallen into a deep sleep this monster, Grendel, came, and finding the men asleep, night after night

> "he grasped betimes,
> wrathful, reckless, from resting places,
> thirty of the thanes, and thence he rushed
> .....his lair to seek."
> "until empty stood
> that lordly building, and long it bode so."

For twelve long years this beast went abroad, and none dared him stay, as his power was beyond the power of human.

In the land of the Greats, probably Sweden, lived a young warrior, Beowulf,

> "leader loved, and long he ruled
> in fame with all folk, since his father had gone
> away from this world."
> "This heard in his home Hygelac's thane,
> great among Geats, of Grendal's doings.
> He was the mightiest man of valor
> in that same day of this our life,
> stalwart and stately."

And so with a chosen few this young hero determined to rescue Hrothgar from his trouble. As he reached the coast of the Danes a warden hailed him,

> "Who are ye, then, ye armed men,
> mailed folk, that yon mighty vessel
> have urged thus over the ocean ways,
> here o'er the waters?"

Graciously did Beowulf reply that he and his fourteen men were kinsmen, and that they had come to wreak vengeance upon the dreaded Grendel. To the guard, this seemed a futile attempt, as he recalled the superhuman strength of the monster of the fen. But Beowulf was more hopeful and sought audience with the king. Hrothgar, who had already heard of the prowess of the hero, gives him a royal greeting. After relating how he had slain monster nicors, he said,

> "Grendel now,
> monster cruel, be mine to quell
> in single battle."

The king sorrowfully assured Beowulf that no mortal could hope to cope with the monster that harassed him, but the young man was insistent and they talked on till the fall of night. In lines 500 to 590 we have an excellent account of the boasting of the stranger, finally he lays aside his sword and armor saying,

> "No skill is his to strike against me,
> my shield to hew though he hardy be,
> bold in battle; we both, this night,
> shall spurn the sword, if he seeks me here,
> unweaponed for war."

Sadly the king left the brave fellow and retired, after a final warning to risk not his life in combat with the invincible monster. Never had he left his beloved hall in care of another, but this one night he was to let Beowulf have his way.

> "Then from the moorland, by misty crags,
> with God's wrath laden, Grendel came."

Finding the revelers fast asleep

"Straightway he seized a sleeping warrior
for the first."
"Then farther he hied;
for the hardy hero with hand he grasped
felt for the foe with fiendish claw,
for the hero, reclining,—who clutched it boldly,"

then began a battle royal, for mighty as was Grendel, yet as he felt the arms of Beowulf close about him, he knew that he had met his match and fain would have fled but Beowulf held him. The hall resounded with the din of the struggle, in rushed thanes to assist the brave hero, but the monster was proof against their swords, finally

"The outlaw dire
took mortal hurt; and a mighty wound
showed on his shoulder, and sinews cracked,
and the bone frame burst."

Beowulf kept the arm, and the monster fled bleeding and dying. The hall sounded with shouts of rejoicing. The king is again himself.

"Now, Beowulf, thee,
of heroes best, I shall heartily love
as mine own, my son; preserve thou forever
this kinship new."

A day passed in rejoicing, again the shades of night came on. Beowulf, weary, slumbered aside and deep sleep came over all. But.

"Grendel's mother,
monster of women, mourned her woe."
....."And his mother now,
gloomy and grim, would go that quest
of sorrow, the death of her son to avenge.
To Heorot came she, where helmeted Danes
slept in the hall."

With a leap, she seized one of Hrothgar's trustiest vassals and fled to the moor. Uproar filled the hall. The king heard the din and mourned when he heard of the cause of it. Hastily he called for Beowulf. The latter not having heard of the visit of the monster asked how they had enjoyed the hall, now free from the scourge of twelve long years.

"Hrothgar spake,
'Ask not of pleasure! Pain is renewed
to Danish folk. Dead is Aeschire,

.....

my sage adviser and stay in council.'"
"Now is help once more
with thee alone!"

Eagerly Beowulf requested that he be permitted to follow after the mother of his recent foe, and his ardor spurred on the older king and soon they were in hot pursuit of the monster, the path to whose lair was marked by the bones of former victims. At last they reached the sea, beneath whose waves dwelt the one they sought. Despite the protests of his friends, our hero plunged into the deep. Down, down, he goes. Sea monsters attacked him at every point, still in spite of the unfamiliar element in which he fights, he reaches the lair of the creature.

"She grasped out for him with grisly claws,
and the warrior seized; yet scathed she not
his body hale."
"Then sang on her head that seemly blade
its war-song wild."

She drew him into her hall where lay the body of her dead son. Beowulf realized that he would have the fight of his life if trusting to his grip alone, having thrown aside his sword as useless to pierce the adversary. Looking up he saw a huge sword suspended upon the wall. But he cannot reach it. She grasps him, and all seems over, but he eludes her for a moment, and with a bound he wrenches the gleaming blade from its place upon the wall. In a moment all is over and upon the ground at his feet lies the body of the mere witch. The magic sword, melted away leaving only the hilt in the hand of the doughty hero. Picking up his own sword, he severs the head from the dead and returns to dry land.

The joy of his friends can be imagined when he appeared bearing the grim proof of his success. As they return to Heorot, he recounts in a modest manner his encounter beneath the waves.

The news of these great feats spread rapidly and the whole nation flocked to Heorot to do honor to the one who had freed so many of the people from so dread a monster. He

was pressed to remain and become their king when Hrothgar passed, for he was growing old, and had no heir. But his heart was in his homeland and after a time he returned amid the tears of his new friends. His welcome home was no less joyous, for his achievements had already preceded him. Years pass on, during which time, Beowulf is the sage of his people. At last the old king died,

> "Then Beowulf came as king this broad
> realm to yield; and he ruled it well
> fifty winters,"

then a mighty dragon whose lair was near the palace began to trouble the land. In the side of a hill it had stored jewels in great abundance, which treasure was not known to the Geats until this time,

> "Some man, however,
> came by chance that cave within
> to the heathen hoard."
> "In hand he took
> a golden goblet, nor gave he it back,
> stole with it away."

This caused the monster to rush out to avenge his loss, and breathing fire from his nostrils he went up and down the land, slaying the people and setting their buildings on fire.

> "To Beowulf then the bale was told
> quickly and truly."
> ....."To the good old man
> sad in heart, 'twas heaviest sorrow."

But in spite of his age, his heart was full of courage, and he announced that he would seek out the lair of the dragon and deliver his people. All protested, for they loved him and feared that his endurance was too small for such an encounter. But bravely he made ready, recalling his earlier adventure with Grendel and his mother.

> "With comrades eleven the lord of Geats
> swollen in rage went seeking the dragon."

It was a fearful lair, and accompanied by his faithful friend, Wiglaf, Beowulf dashed into the very home of the

monster. As he lashed his great tail, and breathed forth streams of fire, the other warriors turned and fled, all but faithful Wiglaf. On went the two, panting at each step. With his sword in hand Beowulf rushed to the fray. His friend kept close at his side lending what little aid he could. The strength of the old king was not as of old. The vicious monster tore through the armor of the brave king, as with one last terrible thrust the king sank deep his sword into the heart of the dragon and its life blood gushed out. But with victory came the knowledge that in the claw of the monster was virulent poison, and the hero knew that his end was near. Bidding his valiant friend farewell

> "From his neck he unclasped the collar of gold,
> valorous king, to his vassal gave it
> with bright gold helmet, breastplate and ring,
> to the youthful thane."

Then

> "From his bosom fled
> his soul to seek the saints' reward."

Wiglaf carried him back to where the cowardly thanes were waiting.

> "Then fashioned for him the folk of Geats
> firm on the earth a funeral pile."

And as its flames arose they cried aloud in their sorrow as they realized that they had lost the greatest of their kind,

> "of men he was the mildest and most beloved,
> to his kin the kindest, keenest for praise."

So ends the story of Beowulf, the Epic of the Saxon Race.

* * *

Democratic institutions will not be safe until a majority of the people can be trusted not only to observe accurately and state precisely the results of observations, but also to draw inference from those results. —Charles W. Eliot.

THE STORY OF THE SCIENTIFIC DAIRY MAN AND THE PERSEVERING FROG

As Told by C. W. Childs

In the high Sierras are many small, level valleys that ages ago were shallow glacial lakes. Of late years these picturesque openings in the forest are utilized by dairy-men during the summer months, and their cabins and corrals are usually found at the upper end of these mountain meadows.

In one of these natural meadows Jones and his family made a summer home. They had a small dairy and as a railroad station was only three miles from their ranch they sent several cans of milk every morning to the nearest town.

Not far from their cabins was a small pond of clear water fringed with tall grass and willows. A short distance above the pond on a little terrace was a large spring of ice cold water and a little sparkling brook connected it with the pond. Now, this spring was peculiarly profitable to Jones. At the close of the evening milking, cans were filled about two-thirds full of milk and placed in the shallow water on one side of the spring. In the morning these cans were full to the brim. Jones' children said a miracle had been performed, but Jones had some scientific knowledge, consequently, he was not superstitious. He explained the milk phenomenon scientifically. He said a rare mineral called expandium was held in solution in the water of the spring, and that it affected the milk in metal cans in such a manner as to cause the milk to increase in volume and weight.

A large family of frogs inhabited the pond and nightly lulled the Jones family to sleep with their soft and plaintive melody. There were two members of this frog family—brothers—who were very differently constituted. One was always looking for an easy job and spying around to see what his neighbors were doing. The other was never afraid of hard work and his courage and energy carried him through many a serious difficulty.

One evening the inquisitive frog was near the spring when Jones placed his milk cans in the water. He noticed that the milkman had neglected to put the cap on one of the cans. His curiosity was aroused and he said to himself there may be something good for frogs in those big, shining things. I can easily solve the question by jumping upon the one with the hole in the top and looking into the opening. He jumped but the landing place was thin and slippery and he went down into the milk. This was a new experience to him. He had never

been in white, slippery water and he was frightened. He tried to climb out but the sides were steep and smooth. He jumped and kicked for awhile but finally lost his little stock of courage and gave up the fight. He dropped to the bottom and finally ceased to breathe.

The other frog by the reflected light of the moon saw the bright objects at the spring. As his brother was not at home he reasoned that his brother had seen the bright objects and had hastened to examine them. Knowing his brother's inquisitive and secretive nature he had little hope that he would return and impart any of the knowledge he had gained. He finally concluded to hop up to the spring and investigate for himself. Arriving at the spring he looked around for the missing brother but he was not in sight. He called his name several times but received no answer. At last he spied the open can and he said to himself, now I suspect that my inquisitive brother is in that big bottle having a good time all by himself. He is just selfish enough not to share any good thing with me and I will surprise him. Accordingly he gave a jump and landed as his brother had done in the milk. He had surprised himself. He swam around the sides of the small, white pond but only one opening was in view and that was high above his head. He sank to the bottom, hoping to find an exit on the ground floor, but his only discovery was that of the body of his brother. This discovery alarmed him and nerved him for greater efforts at the top of his prison. He said I have always gotten out of dangerous places by vigorously jumping and kicking and I am not going to die here if mighty efforts will put me out at the top. So he jumped and kicked and kicked and jumped, and jumped and kicked, and kicked and jumped, and jumped and kicked, and kicked and jumped—and as the shades of night settled over the scene and the lullabies of his relatives in the distant pond were wafted upon the evening air he was still churning the milky fluid of his little pond by his vigorous efforts.

In the early morning the enterprising dairy-man went up to the spring as usual to observe the effects of expandium on his milk. He looked into the open can and was astonished and amazed at the sight presented. A veritable miracle seemed to have occurred, for there sat the energetic frog with his front feet crossed over his expansive chest and his expressive countenance illuminated with a broad smile that extended from ear to ear, and beneath him was a full-weight, two pound roll of gilt-edged butter. (Science and perseverance conquers all things.)

REPORT ON MATHEMATICAL GEOGRAPHY

Pepared by Request of Committee

By Earle G. Linsley

What phases of the so-called Mathematical Geography or Planetary Relations should be included in the first year high school course in science? In answer the combined sentiment of several recent committees on the subject, as expressed in printed reports was accepted: "Only those phases should be taught which most clearly show how human life is influenced by the relations between our earth and other members of the solar system." "Introduction of only such physical laws and forces as are necessary to make these phases clear, but a clear and direct presentation of such laws as are introduced."

The subject matter suggested is about what is offered in most of the books and manuals with the omission of what was considered nonessential about sizes, distances, etc., of members of the solar systeem.

A Study of the Earth as a Whole

1. **Slope.**

   Simple proofs. Results from living on an earth of globular shape.

2. **Size.**

   Methods of measuring. Erathosthenes method with application in arc and circle. Effects of the size on human affairs. Construction of a series of lines to one adopted scale showing circumference diameter and the distance of several large cities from local city (as San Francisco).

3. **Origin.**

   Hypotheses. Solar System, relation to other planets. Construction of a diagram showing position of earth sun and moon at different phases of the moon and time of eclipses.

   (Several members favored the omission of topics under this head. Others desired that the subject of tides be included here.)

4. **Motions.**

   1. Rotation, how known, axis, poles, rate, direction. Consequences, in defining direction, determining

relative position, measurment of time, day and night. Flattening at the poles, centrifugal force and gravity. Construction of a diagram showing cause of day and night and extent of daylight over the surface. With globe and diagram of earth's orbit determine the length of day and night at various times of year. Inclination of axis, solar and sideral days, construction of a diagram showing inclination of earth's axis and effects if axis were at right angles or parallel to plane of orbit, consideration of effects of rotation and inclination upon our habits and upon life conditions on the earth.

Application of shape and rotation in latitude and longitude; origin of the terms, necessity for parallels and meridians. Determination of local latitude, of north and south line, local moon. Consideration of conventional day, kinds of time, standard time belts, navigation and time, international date line.

Application of latitude and longitude in the construction of maps. Need of maps, meaning of term map. How maps are projected. Construction of maps on Globular and Mercator projections. Contour maps, construction and meaning.

2. Revolution. Path, direction, rate, construction from given data of a figure representing proper shape and proportions of earth's orbit. Effects of revolution in change of seasons, seasonal distribution of energy, variations in length of day and year and effects in general upon human affairs.

5. **Magnetic Character.**

Magnetic variations, mariners' compass. How life of man is affected by living on a magnetic earth.

It was not intended that this should represent the order of presentation nor that these subjects should come together in the course. It is convenient to begin certain observations of the sun in the early fall and continue them through the year. It is desirable to study change of season's in connection with temperature of atmosphere and climate, etc.

* * *

W. O. Smith of the Mission High School of San Francisco has taken a year's leave of absence and is teaching at Gilroy, Cal.

OUTLINE FOR STUDY OF WATER

Used by F. W. Koch

Lowell High School, San Francisco

(One of several reports illustrating the individuality of treatment in the present High School Courses)

Introductory Note—The following outline which embraces the work covered at the Lowell High School on this subject, has been varied from year to year as interests demanded, and though it covers the work required the order has been changed at times. For instance—during the past year the popular interest in conservation, made the topic of water power and water storage an excellent basis of work and a good starting point, as the daily papers and magazines offered much reference matter of interest.

The overflow of the Colorado River through the Imperial Valley several years ago furnished material for a full study of water regulation, flood limits, evaporation levels, etc.

The main object of the outline is to show the work that may be accomplished and the varying approaches to the subject.

Water

Approach—(a) Atmosphere; (b) Mountains as Condensors.

Three Forms of Water

1 Atmospheric—2 Surface—3 Underground

(1) **Atmospheric**—All atmosphere contains some water vapor. Proportion varying but capacity limited at each temperature. Relative Humidity.

(Exp.) **Determination of Relative Humidity**—Condensation; (a) by expansion on rising; (b) by lowering of temperature Dew point.

(Exp.) **Determination of Dew Point**—Rain, Fog, Dew, Snow, Hail, Frost. Purity of Rain Water. Rain as an absorber of Co

(Exp.) **Co in Water** (limewater test)—Clouds; Mountain as consensers of vapor. (An approach to the subject from land forms.)

(Exp.) **Condensation by Expansion** (Vacuum Pump Exp.)

(2) **Surface Water**—Beginning of Stream Systems; Mountains as storers of moisture; the Snow Reserve; Varying vol-

ume of water at different time. (My connect with Chap. on Erosion.)

(Exp.) **How to Measure Water Flow**—Value of water for (a) domestic use, (b) irrigation, (c) power. (a) Qualities of water for drinking purposes—for medicinal purposes; value as a carrier of minerals in solution. As a depositor of minerals.

(Exp.) **Determination of Amount of Soluble Matter** (by Evaporation).

(Exp.) **Litmus Test for Alkali in Water** (or acid)—(b) Water suitable for irrigation; Methods of irrigation; Irrigation Laws of California (or the West); Wright Law of California; Insufficiency of Local Water Laws; Conflicting Claims; Riparian rights; Miner's Inch; Acre Foot. (c) Water Power; Head of Water; Unit of Power; Foot Pound. (For California or the West.)

(Exp.) **Determination of Foot Pound.**

(Exp.) **When Applied to Water at an Elevation**—Mechanical Value; Waterfalls—How to determine power of falls.

(Problems) **Given Two of the Three Terms**—(a) cross section of stream; (b) height of fall; (c) speed of current—to determine horsepower of fall. Conversion to Electric Energy. Water control—Storage reservoirs to prevent floods; Panama Canal; Lake Tahoe; Influence of Water, Rivers. Oceans, on civilization and settlement.

(3) **Underground Waters**—Emphasis on fact that most underground waters percolate through gravels and do not flow as suberranean streams. Course of Subterranean Flows; Artesian basis—their limits—"head"; Artesian Wells. Deep waters—why often warm—why mineralized; Gysers, etc.

(Exp.) **Test for Minerals**—Lime—(Co water.)

(This chapter may lead to—(a) Rivers and river systems; (b) Work of water—Erosion—Sculpturing of land; (c) The ocean.

* * *

EVERY BOY'S NEED

Every boy in this nation must be taught to work and to desire to work, and in the degree in which the home neglects this part of his education, the school must, whether it would or not, take it up and carry it to completion. And so in the future the problem of the teacher will not be a mere problem of instruction; it will be the infinitely larger problem of making men and women capable of doing their share of the world's work in the best possible way.

—Fassett A. Cotton.

The Western Journal of Education

Official Journal of the Department of Public Instruction

HARR WAGNER Managing Editor.
EDWARD HYATT, Supt. of Public Instruction, Editor of Official Department.

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Founded in 1895, it commands the support of every teacher who is interested in the newest lines of educational thought, and of every trustee who desires to keep in touch with movements for the betterment of the schools. It is not run in the interest of any special organization, of any interest or any type of educational doctrine. Its field includes an optimistic support of the best class of educational uplift, both of men and measures.

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Ralph A. Grover, Eastern Representative, New York.

Editorial

A Graduate School

The announcement that a father and son have entered the freshman class of the University of Michigan and will graduate together gives opportunity for some interesting discussion on the value of formal educational training to men and women of mature years. In Stanford and the University of California there are a large number of women and a few men who are past the age of average student life. The environment of young professors and still younger students is not conducive to graduate work by men and women of mature years. We do not advocate, but we ask the question of Dr. Barrows: Why not have post-graduate courses for men and women, the minimum age limit for entrance to be forty years, and that no instructor appointed to teach in the graduate school shall be less than sixty years of age? The course of study and the environment, including athletics, be planned to meet the educational interest of men and women?

Just as the man of forty who has definite, positive, inevitable knowledge based on experience, interprets the reading of Homer from a different viewpoint of the underdone and unbaked junior of twenty-one, so will university life have a new viewpoint to the man of experience.

What a difference it might have made in the life of Rockefeller, Morgan, Roosevelt, Bryan, Cannon, Aldrich and Hughes if at the age of forty they had with the accumulation of experience entered a university, and for two years studied in a systematic and formal manner the economic and social problems of the day. If Dr. Barrows will establish a graduate school for men over forty it will not only be unique in the history of education but it might prove of immense value to mankind.

* * *

A New Phase of Compulsory Education

The question has been raised whether officials in the School Department should use the prestige of their position in order to collect membership fees in an association—even when the association is organized for the benefit of the teaching profession. A superintendent of schools has the power to recommend teachers for positions, promotions and dismissal. If therefore a superintendent calls his institute in conjunction with an association where the teacher must pay one dollar or lose a certain amount of professional standing then the joining of the association becomes compulsory. The fact that the association publishes an educational journal, employs a secretary, and that officers and committees devote a large amount of time to the solution of educational problems, is efficient, but not sufficient for the compulsory collection of fees. **Membership in a professional association should be voluntary—not compulsory.** The fees should be collected not by county superintendents or principals, or by law, but by the spontaneous and enthusiastic work of the members of the association.

This is not a serious matter, but let us start right. Let us have great conventions of teachers composed of members secured without the forcing process. Not numbers, but interest, be the standard by which a meeting be judged.

* * *

The Need of Money

Of course the California Council of Education has before it work that needs the helpful support of every teacher in the State. Tenure of Position, Pensions, Course of Study, Industrial Education and Supervision are problems to be solved. The Council has a secretary and a journal that must be supported. The Council must have money. It would be better to have the State appropriate money for educational work.

but the California Council of Education is enamored of having the teachers contribute to its funds, and to be members of one of the associations affiliated with the Council. There can be no reasonable objection to the plan except it will require the officials to spend more time on the financial side of the proposition that upon the educational problems.

* * *

Non-Partisan School Politics

The most vicious part of our school system is personal and partisan politics in the administrative work. The hidden hand is worse than the ward politician, because the ward politician must work openly. The great fight that this journal has waged for tenure of position, for better salaries, for the elimination of personal pulls, for a high standard of educational qualifications, and for trained teachers, has resulted in much good. The work is not yet done. The fight must be kept on until men who are appointed or elected to school positions are free to act on their own initative for the best interest of the State. No school official should be permitted to recommend to the appointing power men who will stand for his policies right or wrong.

* * *

Politics

The voters of California will have two worthy propositions that should have the affirmative ballot of every elector. The bond proposition for Good Roads, and the bond proposition for the Panama-Pacific Exposition. Vote for them. It will help the State.

* * *

The Presidency of the Chico State Normal School

The Board of Trustees of the State Normal School of Chico met at the State Capitol on October 3d for the election of a president. There were a number of ballots cast. The first ballot resulted as follows: For Allison Ware, Clifford Coggins and F. J. O'Brien; for C. L. Biedenbach, Trustee Campbell; for Dr. Dresslar, Edward Hyatt and R. W. Rutherford; for A. C. Barker, Gov. J. N. Gillett and F. C. Lusk. The final ballot stood for Allison Ware, O'Brien, Rutherford, Coggins and Trustee Campbell; for Dresslar, Edward Hyatt; for Barker, J. N. Gillett and F. C. Lusk. The trustees then voted to make the election of Mr. Ware unanimous. The new president of the Chico State Normal School, Allison Ware, is too well known to the people of the State to need any formal

introduction. He is a native son, a graduate of our public schools and also of the University of California. He has taught in the rural schools, in the grammar schools, in the high schools and in the State Normal Schools. He came into prominence a few years ago by a remarkable address on the "Common-wealth" of California. He is a man of broad and liberal views. In the recent primary campaign he was the Lincoln-Roosevelt League candidate for Superintendent of Public Instruction. He is an orator of convincing ability, but above all he is a man of strict civic integrity. He will bring to the educational forces of Northern California the enthusiasm and experience of a strong personality and a well-balanced and equipped mind.

* * *

THE CALIFORNIA COUNCIL OF EDUCATION

The members of the California Council of Education met in San Francisco, Saturday, October 1st, in Judge Graham's Courtroom, Duncan MacKinnon of San Diego, chairman, Leroy Armstrong, secretary. E. M. Cox, Chairman of the Committee on Organiaztion, submitted a lengthy report on by-laws, etc. It was adopted with the exception of the article in the by-laws which compelled the various associations to contribute 75 cents of each membership fee to the support of the Council. Mark Keppel opposed this, and on motion, the sum to be contributed was reduced to 60 cents.

Harris Weinstock, Chairman of the Committee on Industrial Training, reported progress, and submitted proposed amendment to the school laws, providing for the introduction of industrial work in all its branches in the public schools of the State. Dr. E. P. Cubberley delegated Professor Davidson of the Department of Education of Stanford University to make a report on "Course of Study." His report consisted on submitting a list of questions that require solution in order to arrive at an intelligent consideration of what is demanded in a modern course of study.

Dr. Alexis F. Lange, Chairman of the Committee on Retirement Salaries, submitted a lengthy report with careful consideration for every phrase of the problem.

The Committee on Supervision was not ready to report.

Mr. W. Mackay of the Executive Committee explained to the Council the personal attempt certain members of the Council had made to secure the adoption of the Sierra News as the official organ of the Department of Public Instruction

as against The Western Journal of Education. Supt. Alfred Roncovieri bubbling over with temperamental enthusiasm, moved that the action of the Executive Committee be endorsed, and that it be instructed to make further endeavors to secure the subsidy.

The first part of the motion was adopted. Mark Keppel, however, opposed the second part and advocated the policy of publishing the Sierra News on its merits, claiming that it was neither dignified nor wise for the representatives of twelve thousand teachers to make personal appeals to the State Board of Education for the subsidy.

Mrs. Clara Partridge of Berkeley also made a clear, definite and positive statement in opposition to the Executive Committee working to have the Sierra News subsidized by the State.

Hugh Baldwin of San Diego also spoke on the question, and declared that Dr. E. C. Moore, who was one of the strongest advocates of the organization of the California Council of Education, openly declared that to subsidize the Sierra News would take away its prestige and usefulness.

E. Morris Cox made an earnest appeal for the subsidy on the basis that the Council needed the designation on financial grounds. From his speech it was apparent to all that the Council would not have sufficient income to pay Mr. Armstrong's salary of $3,000 per year and traveling expenses and meet the expenses of the association without the subsidy.

Superintendent Francis expressed himself as opposed to a subsidy of any kind for a journal of education.

On roll call the following voted for the Sierra News to have the subsidy: Leroy Armstrong, Duncan MacKinnon, Alfred Roncovieri, Alexis F. Lange, Ellwood P. Cubberley, J. W. Linscott, Will S. Wood, W. M. Mackay, G. W. Moore, C. L. McLane, E. A. Lindsay, Morris E. Daily, J. H. Francis, Mrs. N. E. Davidson, Miss Harderburg, E. M. Cox, James A. Barr, J. A. Cranston and Miss Helen Mathewsen.

Those who voted no were: Mark Keppel, Delia Fish, Hugh Baldwin, Mrs. Clara Partridge, A. S. McPheron, Duncan Stirling, Margaret Hansen and Anna Weibalk.

Secretary Armstrong announced that the members were to call on him and he would take up their railroad receipts and return them the railroad fare.

Superintendent Francis of Los Angeles then read resolutions in memory of the life of P. W. Kaufman. The resolutions were adopted in silence by rising vote.

When the editor of this journal returned to his office he

found this letter, enclosing four voluntary subscriptions; also several letters from school trustees asking for extra copies on account of articles of special value:

"ALHAMBRA CITY SCHOOLS

"Nathan F. Smith, Supervising Principal

"Western Journal of Education,

"303 Phelan Building, San Francisco, Cal.

"Dear Sirs: Please send copies of The Western Journal of Education to the following addresses:

"Principal of High School, Alhambra, California.

"Principal of Garfield Ave. School, Alhambra, California.

"Principal of Marengo Ave. School, Alhambra, California.

"Principal of Ramona School, Alhambra, California.

"I am sending herewith school warrants, the amount of $6.00, to cover the subscription.

"Yours truly,

"NATHAN F. SMITH,

"Supervising Principal."

TEXTBOOK CIRCULAR, No. 5

Sacramento, Cal., September 28, 1910.

To Schoolbook Dealers:

The new Advanced Arithmetic will be read for sale October 1st; prices as follows: To dealer 41 cents; postage 9 cents; to pupils 50 cents; by mail 50 cents.

This is a REDUCTION of 10 cents from the price of the former book.

The A Second and the A Third Readers will be ready about November 1st. You will be notified of prices shortly before the date of issue.

The A Fifth Reader will not be ready till December 1st, or later.

The English Lessons No. 1 and No 2 and the Physiology will be in stock again after October 5th.

Very truly yours,

EDWARD HYATT,

Supt. Public Instruction.

* * *

The Los Angeles State Normal School opened this year with an enrollment of 782. This is double the enrollment of five years ago San Diego, San Jose and San Francisco have also large entrance classes and new interest.

WE WILL PAY CASH

for the sample copies the various publishers have recently sent you for examination. Last week we received over fifteen shipments from school officials in your State. We are sending checks to them this week.

We will pay cash

For Your Sample Copies

if they can be shipped to us some time before September 15th. Send list of all you have, both new and second-hand and we will make you an offer. Enslose this card with the list.

HINDS AND NOBLE

31-33-35 West 15th St. New York City

The above postal card has been send to superintendents, high school principals and teachers in California. It represents a petty piece of graft that no teacher should aid or encourage in any manner. If a publisher sends a book for examination it is hardly fair to sell the book to a jobber in second-hand books. It is wrong. The books sent a teacher or school official for examination is not sent as a gift, or without the thought of an equivalent. The equivalent for such books is that the teacher shall examine them, retain them in the library and have them near at hand for personal use. No teacher with high ideals of honesty would try to profit by the use of sample text books, by selling them to dealers.

* * *

SPECIAL NUMBER

The November number of The Western Journal of Education will be devoted to general educational subjects, and with special attention to literary values. A large number of extra copies will be printed for news stand sales and special orders.

* * *

On Saturday night, September 16, the East Whittier School in Los Angeles County, was totally destroyed by a fire of incendiary origin. The building contained 6 rooms well equipped and was practically new. The net loss was $6,000 as the district carried an insurance of $9,000. On Monday a temporary house was erected, books and supplies were secured, and on Tuesday the school resumed work having lost but a single day.

SAN LUIS OBISPO COUNTY'S INSTITUTE

Supt. F. E. Darke held his Institute in the High School at San Luis Obispo on October 4, 5 and 6, 1910. The central idea of the Institute was "Industrial Training and Health Development." Those topics seemed to meet the heartiest desire of the Institute. Dr. Russ of the State Board of Health spoke twice, once upon "The Teacher as a Citizen" and "Her Opportunity in the Field of Preventive Medicine," and once upon "Teaching Health in the Schools."

Prof. A. H. Chamberlain discussed the problems of "Industrial Education," and also gave an inspirational lecture upon "Pass Words to Progress."

Supt. Mark Keppel discussed "Agriculture in the Elementary Schools," "The Vital Educational Needs of California," and also various phases of "High School Education."

Secretary L. E. Armstrong appeared before the Institute and presented the interests of organization in the teachers' association and wrote a large number of memberships in the C. T. A. and S. C. T. A.

One hundred and forty-one of the one hundred and forty-three teachers of the county's schools were present during the sessions of the Institute and contributeod largely to its success by their happy, enthusiastic interest.

The Institute expressed a decided desire to meet in Paso Robles in 1911 much to the delight of Mrs. Armstrong and her band of boosters from that pretty place.

* * *

HUMBOLDT COUNTY INSTITUTE

Supt. George Underwood held the Humboldt County Institute at Eureka on September 12, 13, 14 and 15, 1910.

The meetings were held in the High School building and were attended by 201 of the 203 teachers of the county, and by many of the friends of education in Humboldt County. Part of the time was given to general sessions and part to section work, and the evenings were given over to the County Fair. Prof. W. D. Halle acted as musical director and rendered excellent service interesting the teachers in detail work as well as in singing. Professor Halle's time allowance of 30 minutes always slipped away far sooner than he expected and his surprise was reciprocated by his audience.

Miss Ednah Rich presented the manual training side of the school work; Supt. Edward Hyatt entertained and instructed with delightful talks on the work of Luther Burbank, "The

Most Wonderful Thing in California," and conversational discussions of live topics in section meetings; Mrs. Hyatt conducted remarkably successful primary section meetings; Rev. W. B. Reed's address of welcome was quite different from such addresses, being both eloquent and instructive; Secretary Leroy Armstrong presented the interests of the California Teachers' Association in an effective manner; and Supt. Mark Keppel discussed "What Makes the First Year of High School so Difficult," and "How Can the High School Best Articulate with the Elementary School and the University," before the High School Section, and spoke before the general meetings on "California's Vital Educational Needs," "The Slavery of Ignorance," "Discipline vs. the Big Stick," and "American History."

Numerous teachers participated in the second meetings and contributed largely to the success of the meeting; the discussion of the topic, "Agriculture as a High School Subject," by Prof. E. P. Terry being probably the best thing of the session.

Professor Underwood's opening address was breezy, sane, practical and very much worth while.

* * *

A LETTER

To the Elitor of the Western Journal of Education.

My Dear Sir: I am a constant reader of your valuable journal but am surprised that you permit yourself to be eclipsed so frequently by your rival. On page 29 of the Sierra News is a verbal picture of Superintendent McClymonds standing near Old North Church, Boston, reciting Longfellow's beautiful lines of Paul Revere's Ride, and Leroy Armstrong shedding briny patriotic tears. The picture is a beautiful one, and I think in behalf of the educational interest of the State, it should be photographed and placed in our moving picture shows. It is such a moving picture.

Yours sincerely,

—Constant Reader.

I am afraid that "Constant Reader" is trying to poke fun at the editor of the Sierra News. I believe that Mr. Armstrong's tears were real patriotic tears, caused by the pathos of Mr. McClymonds' rendition of Longfellow's poem.—The Editor.

* * *

The teachers of Los Angeles City have organized a stock company to raise money to build a Teachers' Club House. The scheme is being financed by the teachers themselves, a share of stock being sold for $50.00 payable in 25 monthly payments. The teaching body are greatly interested and look forward to the time when they will have not only a Club House in the city but also a resting place in the mountains and at the sea-shore.

Western School News

Meetings.

The California Teachers' Association will hold its session in Berkeley, Cal., December 27, 28 and 29, 1910. A. Roncovieri, San Francisco, Pres., L. E. Armstrong, Oakland, Cal., Secty.

Central California Teachers' Association, E. W. Lindsay, President, Fresno; Margaret Hanson, Secretary, Visalia.

Northern California Teachers' Association will hold its meeting in Redding November 14, 15, 16, 1910. G. W. Moore, Pres., Colusa; Delia D. Fish, Secty., Red Bluff.

Southern California Teachers' Association, A. S. McPherron, President, San Bernardino; Mark Keppel, Secretary, Los Angeles.

National Educational Assn., Ella F. Young, Chicago, Ill., President; Irwin Shepherd, Secretary, Winona, Minn. 1911 meeting San Francisco.

R. D. Hunt of the University of Southern California is preparing a paper on Pacific Coast history for the American Historical Society.

* * *

Superintendent Frick of Alameda County will hold his Institute at Berkeley this year jointly with the California Teachers' Association.

* * *

The parents of the children of the Garfield School, Oakland, arranged for a fine program, including the presentation of a beautiful silver loving cup to the principal, Mrs. Ellen Gibbs, on September 23d.

* * *

J. D. Elliott of Newcastle has been elected principal of the Auburn School, vice P. W. Smith who is the nominee of the Republican party for Superintendent of Schools.

* * *

Howard E. Hendricks is the new principal of the Lassen County High School.

* * *

City Superintendent Linscott of Santa Cruz has arranged for the pupils to enter into a friendly competition for the best essay on Columbus.

* * *

The Union High School District, including Half Moon Bay and Montara, has let a contract for the building of a beautiful Mission style high school building costing $25,000.

* * *

The Board of Education of Visalia has let a contract for the building of a $38,000 high school building.

* * *

An agitation has been started in Red Bluff for the establishment of a night school and the movement is meeting with many supporters among the local business men interested in improving the educational facilities of the city. It is probable that a meeting of the

business men will be called at an early date to consider plans for the new school and at that meeting definite methods of procedure will be adopted which it is hoped will result in the establishment of the new institution.

* * *

T. H. Hyatt of Suisun has been elected principal of the Kelseyville School.

* * *

Supt. C. L. McLane has banished the common towel from the school houses. Hereafter Fresno City will use the individual towel.

* * *

The Junior College in connection with the Fresno High School opened with nineteen students enrolled.

* * *

Supt. R. L. Stockton of Kern and Supt. May Dexter of Yolo have no opposition for re-election to the office of Superintendent of Schools.

* * *

Dr. David P. Barrows has been appointed dean of the Graduate College of the University of California.

* * *

A citizens movement has been inaugurated in San Jose for the purpose of establishing a Polytechnic High School. Alex Sheriff, Superintendent Batement and M. E. Dailey are active in co-operating with the committee in charge.

* * *

The meeting of the California School Teachers' Club was held at the Tait-Zinkand Restaurant, San Francisco, Saturday evening, October 8, 1910. Mr. Geo. E. Crothers presided. Prof. A. F. Lange spoke on "The Junior College in Connection with Our High Schools"; Supt. F. F. Bunker on "The Intermediate High School"; and Prof. R. C. Bentley on "The High School and the Individual." Dr. E. P. Cubberley and Dr. O. P. Jenkins also spoke.

* * *

The freshman class of the University of Southern California is the largest in its history. In the College of Liberal Arts close to 225 had registered before the first week closed, the total for the college being over 500. Indications are that the grand total of 1,600 in all departments last year will be quickly surpassed this year. A prominent feature of the work of the College of Liberal Arts this year is advanced instruction leading to the M. A. degree and the high school teacher's certificate. In addition to an unusually large number applying for recognition as graduate students, many Los Angeles City teachers are entering for special work. It is now the definite policy of the university to meet fully the growing demand for one year of graduate work, which is more strongly organized than ever before. This year it is under the direct supervision of a faculty committee consisting of Professors James H. Hoose, Rock-

well D. Hunt, James Main Dixon, Edgar M. von Fingerlin, Thomas B. Stowell and Gilbert E. Bailey.

* * *

It may interest California teachers to learn the Hart's History Aids, the history chart designed by Miss Christine Hart, a former San Francisco teacher, has just been adopted by the city schools of New York for a period of five years. Miss Hart is well known among the teachers of California and was formerly vice-principal of the Rincon Grammar School.

* * *

The article on Injurious Exercises for Children in Hampton's Magazine, has caused a number of teachers and Boards of Education to consider the value of sane methods of athletic exercises.

* * *

Dr. D. P. Barrows, E. M. Cox, Ida M. Fisher, Nettie S. Gaines, and Dr. Raymond Russ were the instructors at the Siskiyou County Institute.

* * *

Mr. Roseman, the new principal of the Hanford Schools, is making a strong point of introducing high class music in the course of study.

* * *

The faculty of the San Jose High School has been increased by the addition of six new teachers.

* * *

County School Superintendent Duncan Stirling of Monterey County announced at Salinas September 15th that Professor Richard G. Boone of the University of California has agreed to have charge of the forthcoming Monterey County Teachers' Institute this month. Morris E. Dailey of San Jose, State Superintendent Edward H. Hyatt, Edna A. Rich of Santa Barbara and Edna Orr James of Stockton will also participate.

* * *

Supt. Mark Keppel's Institute dates include work with Humboldt, San Luis Obispo, Modoc and Inyo counties.

* * *

The Los Angeles County Board of Education instituted a course in elementary agriculture in the 7th and 8th years, with Hilgard and Osterhout's "Agriculture for Schools of the Pacific Coast" as a text. This subject is being taught in lieu of nature study.

* * *

Friends of President Millspaugh will be glad to know that the efficient normal school president is greatly improved in health, having won his long and heroic fight for life and health.

* * *

Pomona City, Pasadena City, Long Beach City, Los Angeles City, Los Angeles City High School District, and Los Angeles County will hold a joint Institute at Los Angeles, December 19, 20 and 21, and

will unite with the Southern California Teachers' Association on December 22 and 23, 1910. The joint Institute will consist of two general sessions and many section meetings each day. It is necessary to meet the needs of 200 kindergarten teachers, 450 high school teachers, and 1,750 elementary teachers at the Institute, while the association meetings swelled by attendance from seven other counties, and from Nevada and Arizona, will need to satisfy at least 3,500 teachers.

* * *

Why should a school house be lacking in beauty? It costs little, if any more, to make an architecturally beautiful building than to make an ugly one. The Los Angeles County manual contains cuts of several of the really artistic new buildings in that county. The beauty of the Garfield Avenue School at Alhambra is especially noteworthy.

* * *

Teachers Association

of Northern California

Chico, Cal., September 24, 1910

Meeting of the Executive Committee of T. A. N. C.

Mr. Miller said that some objection had been made to the last day of the session coming on Thursday, but it was decided to leave the dates as they had been before fixed for November 14, 15, 16 and 17th.

A resolution was adopted, the substance of which was, "The Executive Committee of T. A. N. C. strongly urge the different county superintendents to insist that their teachers attend the meeting of the Association throughout the entire session, and that the salary of any teacher throughout the entire session, be withheld for that time."

The Secretary was instructed to have membership certificates printed, to be sent to neighboring superintendents, who were to be urged to get memberships for T. A. N. C.

The program was temporarily fixed as follows:

General Sessions

Tuesday Morning—Address of Welcome; President's Address; Lecture, Dr. C. R. Brown.
Tuesday Afternoon—Chester Rowell; Judge Murasky.
Tuesday Evening—Lecture, Dr. Brown.
Wednesday Afternoon—Election of Officers; Reports of Committees; L. E. Armstrong; Dr. Lange.
Wednesday Evening—Banquets; Schoolmen's; Schoolwomen's
Thursday Afternoon—Edna Rich; Dr. Sheldon.

Elementary Sessions

Wednesday Morning—Dr. Sheldon; Music, Miss Carpenter; Discussions by Miss Lennon, Lois Stilson, Miss Hartley, etc.
Thursday Morning—Miss Rich; Miss Swope; Mrs. McQuade—Playgrounds and Games.
High School Section—(Program to be yet arranged.)
Reception—Monday Evening.
Thursday Evening—Free.

PROF. R. O. JOHNSON HAS VALUABLE INVENTION

The details of an invention which will make clear to beginners one of the difficult points in science teaching, and which, for this reason, will find a place ultimately among the apparatus to be found in every physical and biological laboratory, have just been worked out by Prof. R. O. Johnson of the Chico Normal School.

The invention is a device to illustrate the method by which food enters, or is absorbed by, the roots of plants, or, as in the animal body, how digested food materials are absorbed from the alimentary canal into the blood. This passage of a liquid through a membrane, as in the cases above mentioned, is known technically in physics text books as the process of osmosis. Osmosis is usually defined as the diffusion (sometimes interchange is used for diffusion) of liquids through a membrane. A critical examination of treatises on this subject in standard texts shows this definition to be reducible, in its essence, to the following: Osmosis is the passage of the molecules of a liquid through the spaces between the molecules of a membrane. Professor Johnson's device not only shows clearly how the process of osmosis works, but it also points out how non-osmosible substances are changed to make them capable of osmosis and how this change is brought about.

Further than this, it furnishes a striking illustration of the fact recognized in physics, viz.: that heat is only a motion of translation of molecules, the latter being the ultimate particles of which matter is composed.

Since a clear comprehension of these three ideas is involved in any understanding of even the rudiments of botany, zoology, human physiology and scientific agriculture, to say nothing of pure physics, the far-reaching importance of Professor Johnson's invention is apparent.

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We are very pleased to announce to our readers that through a special arrangement just entered into with The Wiley B. Allen Co., California's most progressive piano dealers, it will hereafter be possible for teachers and schools to purchase through this house any of the splendid instruments which they handle, at especially low prices and on unusually moderate terms.

The arrangement entered into is one of co-operation and one which we believe will be highly beneficial to all who contemplate the purchase now or in the future of musical instruments. This journal does not hesitate to go on record as to the character and standing of The Wiley B. Allen Co., or as to the merit and quality of the musical merchandise which they handle. The Wiley B. Allen Co. had its beginning in a very small way some thirty-four years ago, and has, through consistent methods, honorable dealing, and straightforwardness grown to be the most prominent of all musical concerns. Their advertisement appears, directed especially to the attention of teachers, on the first page of this issue, and we earnestly recommend that our friends and patrons give it consideration.

* * *

A NEW DEPARTMENT

Placerville, Cal., September 13, 1910.

To the Teachers of El Dorado County, California.

Ladies and Gentlemen: Our Annual Institute is hereby called for the week of October 3-7, 1910, at the Presbyterian Church, Placerville. We will convene on Tuesday the fourth at time mentioned in prospectus of program, which I hope to mail shortly.

I am planning to conduct this Institute from the standpoints of inspiration, general culture and entertainment, believing that the "method" feature is well covered by the normal schools and universities, and that we have been treated to an abundance of this work in the past. Immediately on receipt of this letter I desire you to inform me what you will contribute to the success of our meeting in the way of a five-minute, or ten-minute talk or paper along the lines suggested above. A good story, a cheerful talk, a personal experience, or a song, a recitation, etc., will be appreciated, leaving out "shop" of course.

Remember that our Institute is just what we make it ourselves.

Very truly yours,

S. B. WILSON,
County Supt. of Schools

* * *

BOOK NOTES

The Teacher's Manual to Accompany Fairbank's Practical Physiography by Roy E. Dickerson has been published by Allyn & Bacon of Boston. This is one of the most valuable aids that has been published upon this subject. Practical exercises and questions are given in connection with the text. Home experiments and supervision are treated in such a way as to make them very practical. There is a very valuable list of topographical maps and a complete list of reference texts. Teachers will find this a very practical and very valuable aid.

* * *

Earhart's Art Songs for High Schools. By Will Earhart, Supervisor of Music, Richmond, Indiana. Price 80 cents. American Book Company, New York, publishers. These songs were selected not only for their value in training the pupils in music, but also for their artistic content. As a result, they will stimulate the imagination and quicken the desire for a closer acquaintance with what is best in music. At the same time they are carefully graded and well suited to school purposes. The collection includes both old favorites

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of high grade, and many new compositions adapted to choral singing. Besides non-sectarian hymns, and patriotic songs, there are many songs for particular occasions and seasons, as well as numerous chorus numbers of a general nature.

* * *

Nature Study by Grades by Horace H. Cummings, American Book Company, publishers, is an excellent book, covering the 6th, 7th and 8th grade work in the schools on nature study. The 6th grade work begins with United States weather maps.

* * *

The Century Company of New York has issued a History of the United States, by S. E. Foreman. It is a book that gives special prominence to the Westward Movement, to the Biographical Element, Commercial Industrial and Social Development of the Country. Price $1.00.

* * *

The Macmillan Company of New York has issued a History of Education During the Middle Ages and Transition to Modern Times, by Frank Pierpont Graves, Professor of History and Philosophy of Education in the Ohio State University. Dr. Graves was formerly President of the University of Washington, and later in the Department of Education in the University of Missouri. He has previously published a History of Education Before the Middle Ages. This is a very interesting text and covers the ground very thoroughly., having chapters on almost every phase of the growth of education from the Charlemagne Revival of Education up to and including the Reformation Period.

* * *

The American Rural School by Professor Fought is a new and valuable book published by the Macmillan Co. It is a book intended for the rural teacher, superintendents and school board members, for teachers reading circles, rural school training classes, and all the public at large who are interested in the profound movement to make American rural life richer and labor more effective by meeting the demands of rural life. The book has chapters on such subjects as rural school supervision, salaries and tenure of teachers, elementary agriculture, school gardens and libraries of rural communities.

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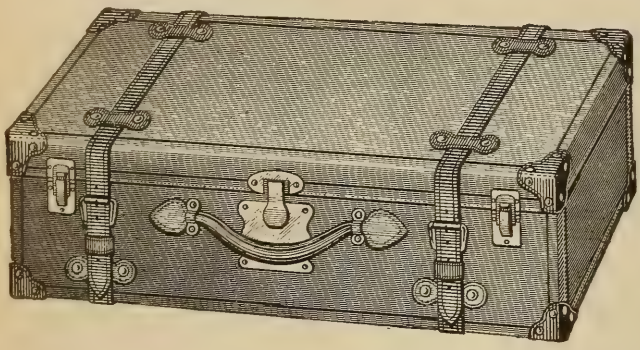

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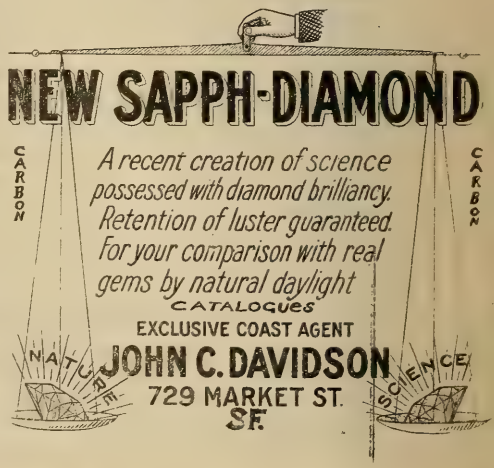

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The Western Journal of Education

Vol. XV NOVEMBER, 1910 No. 11

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Little Talks by the Way

By EDWARD HYATT

(Under this head Superintendent Hyatt will try to give some account of what he sees and hears and thinks in traveling about officially among the schools of California. It will be somewhat hasty and ill-digested, being jottings on the road. It will deal with personal experiences, and so may look egotistic. It will be subject to frequent change of opinion, and will seem inconsistent. It is done as a free and easy means of communication between the school people of the State and the central school office. If it provokes retort or comment, that will be printed, too, provided that it be brief and interesting.)

High Coast Ranges

One of the few counties in the State as yet unspoiled by railroads is Trinity. It is in the northern Coast Ranges, which here rise to sierran altitudes. It is between Shasta and Humboldt and is reached by a 55 mile stage journey from Redding. Its County Institute was called for the first week of October, at Weaverville, the county seat.

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* *

Route to Weaverville

After riding all night on the north bound Oregon train I got off at Redding in the early morning and took the auto stage. Instead of a $7,000 machine of 60 horsepower it was a $1200 Buick car of 18 horsepower. The grades were not so steep nor the road quite so crooked as on the Eureka trip; nor was our load so heavy or our speed so great. Nevertheless the little car did nobly, carrying four people on a rough

mountain road, over an altitude of 5,000 feet, 55 miles in six hours.

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* *

Glorious Oak Bottom

At noon we struck a glorious place for dinner, Oak Bottom by name—one of those real, old hospitable California stage stations, kept by Mr. Desmond and his kindly wife. We shook off the outside layers of dust, brushed off the second stratum, washed off the third and allowed the rest to remain while we went in to feed. A feeling of perfect bliss stole through our souls at the sight of huge dishes of sweet mountain roasting ears, string beans, sliced tomatoes, roast beef, apple sauce, baked beans, apple pie. It was too good to believe. We stayed as long as we could and parted from the Desmonds as from old friends.

*
* *

Old Mining Town

Weaverville is one of the old gold towns of the 50's. It is in Weaver Basin, a rough, thickly forested region drained by the various branches of Weaver Creek into the Trinity River, a fierce brawling stream that flows in turn into the Klamath. Since all these streams go directly out into the ocean instead of into the agricultural districts of the interior, there are no restrictions placed by law upon mining operations. The people may wash all the gravel and slickens they please down into the streams and may hydraulic the hills away if they choose. Weaverville is a pretty place, with neat white houses and many great old apple, pear, and locust trees in the yards and along the streets. The iron shutters and doors of the argonauts are still on the business houses.

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* *

Magnificent Distances

Trinity is a county of rugged distances and it is no joke for the teachers to attend the institute. J. F. McKnight is the County Superintendent, and he himself lives 65 miles away from the county seat and is obliged to spend two whole days in the saddle in order to get there. Miss Emily House rode 65 miles from her school at Burnt Ranch; Miss White rode 100—three fierce, laborious days, over the mountains and

across the streams, to get there; and then three more to get back again. Think of that, ye who murmur because ye have to go to an institute twenty or forty miles by railroad train! Miss House is more than sixty years of age, and she rode off on her spirited horse with all the self confidence and cheerfulness of sixteen. I asked one of her companions if it were not a hard journey for Miss House and if she did not com-

HERE IS A GROUP OF TRINITY TEACHERS READY FOR THE TRAIL

They ride to the institute over distances reaching from 30 to 100 rugged miles. Some of them must spend six days in the saddle to attend one institute, a feat of physical endurance and indifference to fatigue that few of us can even comprehend. Yet these girls are good looking, healthy, and happy. Observe that they all ride astride and how easily they sit on their horses.

plain at its rigors. "Why, no," was the reply. "I never heard her complain at all, only when we crossed rivers deep enough to get her feet wet! She didn't like wet feet."

*
* *

The Three Bachelors

Trinity has a county high school, two years old. It has three teachers, all men, and all of them apparently as old as I—and I'm no spring chicken. Professor Wharff is the principal, courtly suave, dignified. Professor Buchanan is the vice-principal, scholarly accurate, gentlemanly. Professor Crittenden, they say, is "the only unprincipled one of the bunch." He is kindly, comprehensive, helpful. The three live together in peace and harmony, boarding themselves, in a pretty little cottage embowered in green trees. They do

not lack for enterprise nor initiative, either. Thursday night they invited all the outside visitors and the County Board of Education to a dinner, prepared by themselves. Jolly occasion, too; oyster soup, coffee, cold meat, mashed potatoes, pickles, cake and everything good. And a big gramaphone that played music while we ate! And more funny stories than you could shake a stick at!

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Metamorphosing a Barn

The high school people have shown wisdom by acquiring a liberal tract of land a little way outside the town. The land belonged to a saw-mill man who had built on it a huge, massive barn that had never been used. Barn and all, the tract was bought by the people of Weaverville and presented to the high school. Now, Professor Buchanan, the manual training teacher, is a man of long experience and practical skill in actually doing things. He made the plans and prepared the blueprints for changing at moderate expense this barn into a splendid $7,000 high school; and even now he is superintending the work. He and his boys are working with the contractor, making benches and the like for the new building.

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* *

Moral of This Tale

There is a moral to this tale of the barn. It is probable that this actual piece of real work, planned and carried out before the eyes of the young people by a cunning man, themselves entering into it and taking part in it—it is probable that this will be for those youngsters the greatest course in industrial education they will ever see, the greatest that could be conceived of, for them! 'Tis genuine!

The opposite extreme in "practical" education is where a light minded girl of twenty, after a three months' course at Naas or some place else, undertakes to make a lot of youngsters whittle out little jimcracks in a close, heated room, while spending most of their time in arranging and rearranging their pretty tools in a box with a pink ribbon tied round it!

We are babes as yet and industrial education is in its infancy. We must make many grotesque blunders before we find the truth.

Dissipations on the Side

There was a grand ball Friday night. The church gave a fair that raised $600. The Odd Fellows held a convention. The brass band gave evening concerts on the streets. This

THIS IS MISS EMILY HOUSE OF THE BURNT RANCH SCHOOL IN TRINITY COUNTY

She rides 65 miles to the institute on a horse, through the roughest mountain country. She never complains except when the rivers are so deep that the water wets her feet. Observe her spirited horse that had to be held while the photo was taken.

band, by the way, is unique. It is composed almost entirely of ladies, the pretty maids and matrons of the town. When they came out in their white dresses on the neat and tidy streets to play sweet music for the pleasure of their friends, 'twas a fine sight. There was no loss of dignity, nothing at all objectionable in any way. On the contrary, it seemed one of

the most pleasing, simple and natural things in the world. The town was cleaner and better for it. It had a good effect on the manners and the morals of the street.

The institute had a lecture Wednesday evening by Mr. Coggins of San Francisco. Judge Bartlett of the Superior Court and other citizens attended the regular sessions and took part in them. A specially interested visitor was Mrs. Gehm, formerly Miss Lizzie Fox, long time county superintendent of schools, known and loved all over the State. She is very active in all good works and is a valuable citizen to the county seat.

*
* *

Virginia Pease

At Pasadena one day I chanced to meet Miss Virginia Pease, the principal of the Polytechnic Elementary School in that city. She is well known in southern school circles. She is wise and witty, quick, keen, staccato, stiletto. She took us out to see her school. It is a private school, under the auspices of the Throop Polytechnic Institute, and holds about 200 pupils. The building is the one illustrated and described in our Handbook on School Architecture, issued last spring, and it should be studied by every board of trustees in this State who are likely to build a new house in the future.

*
* *

Don't Need Great Castles

Really, we don't need great castles for school buildings. What we need is places for children to live wholesome lives, places where they can work and play with plenty of air, plenty of sunshine and plenty of chance for free exercise. That's all.

Now this Polytechnic School is something different from the regular idea. It makes one **think.** I repeat it and insist upon it that all school officers should look into it. The architect did not plan it for a great fee, but as a labor of love. He was a trustee of the school, and it was short of money. The building is simple, homelike and cheap. It has twelve class rooms, a great, splendid auditorium, acres of porches and a big, open courtyard. It costs $26,000.

Its pillars are square timbers, rough sawed, and painted white. Its roof is of shakes. Its walls are of boards. It is one story in height. Its class rooms run back in two long

lines, bathed all round and above by sun and air. In the middle is the great auditorium, with sun and air all round, above. The whole establishment is connected and bound together by the wide porches, affording vast sheltered spaces for the outdoor life of the school. It can be added to and extended at will.

There is something interesting in its simplicity, its roominess. It was built for the children. It was built for a clime crying for an outdoor life. It has the flavor of a California style of architecture, not yet born but coming. We don't need great castles for schools, costing a prince's ransom, but common-sense places for children to live in.

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Regular Outdoor School

Virginia Pease has dreams of regular outdoor school rooms, too. She threatens to organize one under the spreading oak tree that stands in the front of her grounds. The outdoor class room should have walls of screening, and a good roof with eaves projecting four feet over the walls, to keep the rain from blowing in. There should be canvas curtains on the walls, mounted on long poles as in a street car, for use in storm. There is no artificial heat, the children depending on clothing and exercise every half hour to keep them warm.

*
* *

Good California Desk Book

Professor Henry Meade Bland of the San Jose Normal School has prepared a splendid symposium of Prose and Poetry for Children and has printed it in the June Teachers' Edition of the Short Story Magazine. It is largely the work of Western authors and is peculiarly useful and helpful on a teacher's desk in the teaching of literature, making selections for entertainments, developing the literary taste of the pupils and all that. It may be had of the Short Story Club at San Jose for 25 cents per copy.

*
* *

Paper Drinking Cups

It is all the go now to have paper drinking cups in schools. I see them in drug stores, 2 for 5 cents, in a paper cover, impervious to germs. I have also had a letter from the Stand-

ard Paper Company at Milwaukee, Wisconsin, enclosing samples of three sizes of a different kind. These people offer to send similar samples to any school officer in the State. I judge the price in quantity will be very small indeed. It may be of interest to send for these samples. The cups are of heavy, impervious manila paper. They come flat, but open with a little pressure on the edges, ready for use.

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* *

In a Liberal Spirit

It is human nature for a teacher to accept pupils from other schools on suspicion. It is natural to observe their deficiencies and weaknesses. One cannot but like his own the best, and be chary about admitting untried outsiders to the inner temple. "Let them prove themselves first," is a universal feeling.

But my friends, 'tis an ungenerous and unworthy attitude for a teacher. These scattering youngsters from distant schools need welcome and encouragement, not doubt and suspicion. They have enough against them, without the teacher. Very likely they won't fit into your classes just right at first; but they have a right to try. Give them a chance to make good, do it cheerfully, right away, with all your heart. They will remember for fifty years how you looked and what you said during that first half minute. So make it kindly, helpful, sympathetic, generous. It's richly worth while.

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* *

Polly, Oh My! A Light Iss!

The caption of this paragraph is not a joke, but is a free rendering of Poliomyelitis, the name of a dreadful disease that is now afflicting young children in this State. There were forty cases recently in one of our smaller cities. The effect is permanent and incurable. Imagine the baby doomed for life to useless legs or arms! Dr. Fred Gundrum is an enthusiastic young physician at 1010½ Jay street, Sacramento. The State Board of Health has appointed him a special deputy to investigate this disease. He has written the paragraph below, at my request. If any teacher or any child finds an animal suddenly paralyzed in the manner described, by all means telegraph a night letter describing the matter to Dr. Gundrum at the above address,

at the expense of the Board. He will then go to the place in person or send instructions. This is a real piece of modern scientific work and the most remote youngster in the State may possibly render the world a great service.

"During the past summer there has been prevalent in California, a disease of children known as acute anterior poliomyelitis, or spinal paralysis of infants. There have been cases of the malady on the coast before, but never so many in so short a time. The disease is characterized by illness of a few days, with fever, headache, general indisposition and often constipation. Three or four days later the child becomes paralyzed, usually in one arm or leg, although the extent of the paralysis varies very much. The disease lasts about a week, but the paralysis, or part of it, often remains, a lasting memento of the sickness. Since the appearance of this epidemic in California, the State Board of Health has appointed a special deputy to study the disease, and in particular to find out, if possible, the method of transmission, in other words, the way the child gets the sickness. During the course of this work it was found in several instances that there was a somewhat similar disease of animals prevalent at about the same time. The animals, in one case a colt, in another a dog, and in the third a chicken, became stupid, did not eat and suddenly lost the power of walking, or at least of moving one or more limbs. This may be of great significance, and it is highly desirable for the State Board of Health to obtain possession of one or more of such animals, i. e., as soon after the paralysis appears as possible. It is likely that the teachers and school children of the State will be able to help greatly in locating cases of this sort; and their efforts will be greatly appreciated by the State Board. It is important that the animal, previously healthy, should have been suddenly and recently paralyzed and that it be obtained within two or three days of the time the paralysis appeared."

"Do you thing airships could be used effectively in warfare?"

"They might," replied the skeptical person, "if we could provide the airships and induce the enemy to go up in them."

—Washington Star.

State Board of Health

SANITATION IN THE GRAMMAR GRADES BY THE LABORATORY METHOD

By Ora Boring

Special Lecturer, California State Board of Health

The natural method of teaching any science—the only effective way of securing a grasp of any "natural" science whether biological or physical is the laboratory method. The material for observation and experiment in the study of sanitation is abundant and accessible in every school district and the need for such instruction in our public schools is self evident. All the other civic forces in our land are now earnestly and systematically working for the enlightenment of the general public—trying to reach the individuals of every class and environment. The physicians, as individuals and as members of philanthropic movements, health boards and public welfare organizations; the ministers and women's clubs, are trying to teach the principles of preventive medicine and to establish the practice of the rules based on these sound and firmly founded principles. The press, down to the county and town papers, are paying good, round prices for articles presenting these principles and the necessary practices in clear, simple but appealing form, and it is high time that the public schools gave this work the time and effort that it calls for.

These agencies have already accomplished results that seem wonderful to us. They have brought down the death-rate from communicable and avoidable diseases by the practice of the two fundamental principles of preventive medicine: (1) the strengthening and the re-enforcing of the body's internal forces for resisting disease; (2) the removal of the external conditions which favor the growth and distribution of the organisms which cause the diseases which we call communicable, and other diseases which we may call avoidable because they can be avoided by taking proper precautions against accidents, dusts, adulterated foods, and bad factory conditions. When all people become intelligent as to the means for avoiding all these communicable and avoidable diseases and unite in conscientious, presevering action for

their eradication they will be eliminated with a resultant saving of at least 20,000 lives a year to California.

If all the teachers in the United States were to join this campaign they could in this present year reach 9,000,000 children and through them bring this instruction into the many homes from which these children come.

In our own State we have especial need for the education of all citizens in matters of the public health. In addition to the many preventable diseases which have existed among us since the earliest settlements in the State we have problems of the pollution of water supplies and of diseases brought into the State by the many immigrants from the Orient which have already cost us so heavily in the loss of citizens and tremendous expense in money.

Good health is necessary to practical success in life and the State is under as great an obligation to give its boys and girls instruction and training in the principles of hygiene and sanitation as it is to train their mental powers. To demand the time and effort required to master the present course of study in the grammar schools, without, at the same time using all possible means to help them to develop a sound strong body as the instrument of the mind, the vehicle of the emotions, is to fulfill but half the obligation, to use but half the opportunity for giving them the training for useful citizenship.

Many of our public school pupils secure only a grammar school education—many, indeed, leave school at the end of the sixth grade, losing the last two years of the grammar school course. For this reason a systematic and logical course in hygiene and sanitation should be given in the grammar schools. It should begin in the sixth grade and be continued throughout the three grades and should be preceded by appropriate nature study and simple discussions and training in the fundamental practices of personal hygiene.

The course should not be a text-book course alone, but a series of logically developed lessons giving by laboratory demonstration, experiment, observation in field work and collateral reading, the essential facts which each child will need to know when he or she comes to solve his individual problem of a house to live in, an occupation to earn his living by, what food is best and what safeguards against disease are necessary. It should deal with ventilation, water supply, domestic plumbing, disposal of sewage, bacteria in daily life and as carriers of disease; with the uses of food, the value of a balanced ration, the nutritive values of our common foods and

other fundamental questions of sanitation and hygiene.

No pupil should finish the grammar school course without an understanding of his body as a community of living cells and the tissues which these cells have built up out of the air, water and food furnished them; without knowing that these living cells are able to build the body, produce energy for work, and keep up the body-temperature only by having time for repair and storing of new supplies during sleep, rest and play. He should realize that the body has the power to protect and heal itself in most cases of attacks of disease if given a chance to use its powers—that is, if it is not overwhelmed by unnatural conditions due to man's ignorance and selfishness.

Such instruction will require trained teachers. We shall soon have them. Many are now in training who can carry on such work as supervisors and special teachers. Meanwhile the way may be prepared by short series of lessons in the rural schools, where one course can serve for a time for the three grades combined. In succeeding issues of The Western Journal of Education a suggestive series of simple experiments and demonstrations of this subject will be outlined.

THE MASTER-WORD

Though a little one, the master-word looms large in meaning. It is the open sesame to every portal, the great equalizer in the world, the true philosopher's stone which transmutes all the base metal of humanity into gold. The stupid man among you, it will make bright, the bright man brilliant, and the brilliant student steady. With the magic word in your heart all things are possible, and without it all study is vanity and vexation. The miracles of life are with it; the blind see by touch, the deaf hear with eyes, the dumb speak with fingers. To the youth it brings hope, to the middle-age, confidence, to the aged, repose. True balm of hurt minds, in its presence the heart of the sorrowful is lightened and consoled. Not only has it borne the touchstone of progress, but it is the measure of success in everyday life. And the master-word is WORK—a little one as I have said, but fraught with momentous consequences if you can but write it on the tablets of your hearts and bind it upon your foreheads.—Dr. Osler.

Figures from the Statistician

By JOB WOOD Jr.

REVIEW OF EDUCATIONAL STATISTICS OF CALIFORNIA—1900 to 1910

Showing Increase or Decrease in School Census, Teachers, Attendance in Schools, Receipts and Expenditure, and Valuation of School Property

By Job Wood Jr.

SCHOOL CENSUS

	1900	1910	Incr.	Decr.	Per Cent Incr.	Per Cent Decr.
Number Census Children—						
White Boys	178,432	226,829	48,397		24.9 %	
White Girls	174,528	223,358	48,830		27.9 %	
Negro Boys	1,242	1,304	62		5.00%	
Negro Girls	1,202	1,410	208		17.3 %	
Indian Boys	1,529	1,706	177		11.5 %	
Indian Girls	1,405	1,583	178		12.6 %	
Mongolian Boys	1,676	2,544	868		51.8 %	
Mongolian Girls	1,139	1,504	365		32.00%	
Total Census Children	361,153	460,238	99,085		27.4 %	

According to the ratio of population to the school census children made in 1900 the total gain of population in ten years has been very close to 500,000.

Census Children Attending—						
Public Schools	266,795	343,642	76,847		28.9 %	
Private Schools	23,304	32,802	9,498		40.7 %	
No School	71,054	83,794	12,740		18.00%	
Number of Children—						
Under Five Years...	116,071	174,725	58,654		50.5 %	
Place of Birth—						
Native Born	470,222	617,182	146,960		31.2 %	
Foreign Born	7,002	17,781	10,779		153.9 %	
Total Number of Children Under Seventeen Years	477,224	634,963	157,739		33.5 %	

ELEMENTARY SCHOOLS INCLUDING KINDERGARTENS

Kindergartens Were Not Kept Separate in 1900, Hence this Failure to Segregate

	1900	1910	Incr.	Decr.	Per Cent Gain	Per Cent Loss
Number School Dists..	3,277	3,250		27		.008%
Number of Teachers—						
Men	1,101	920		181		16.4 %
Women	6,018	8,738	2,720		45.2 %	
Certificates Held—						
High School	340	369	29		8.5 %	
Grammar School	5,828	8,725	2,897		49.7 %	
Primary	759	98		661		87.00%
Special	192	466	274		142.1 %	

	1900	1910	Incr.	Decr.	Per Cent Gain	Per Cent Loss
Average Daily Attendance in School	188,420	255,851	67,431		36.00%	
Averange Number of Days School was Open for Year	165	173	8		4.8 %	
Number Visits by—						
County Supts.	8,097	18,457	10,360		128.00%	
School Trustees	18,857	16,427		7,570		40.1 %
No. Books in Libraries	1,106,432	2,049,629	943,197		85.00%	
Enrollment in Schools—						
Boys	132,058	172,221	40,163		30.3%	
Girls	125,499	157,055	31,556		25.1%	
Total	257,557	329,276	71,719		27.8%	
Financial—						
Receipts	$ 7,532,104.98	$17,461,877.95	$9,929,782.97		131.8%	
Expenditures	$ 6,195,438.74	$13,839,550.47	$7,644,111.73		123.3%	
Valuation of School Property	$16,363,568.00	$34,714,167.00	$18,350,599.00		112.1%	

HIGH SCHOOLS

	1900	1910	Incr.	Decr.	Per Cent Gain	Per Cent Loss
No. Districts—						
County	6	18	12		200 %	
City	24	38	14		58.3%	
District	35	41	6		17.1%	
Union	52	107	55		105.7%	
Joint Union	3	10	7		233.3%	
Total	120	214	94		78.3%	
No. of Teachers Employed—						
Men	250	649	399		159.6%	
Women	236	1,062	826		350 %	
Total	486	1,711	1,225		252 %	
Enrollment—						
Boys	4,790	17,680	12,890		269 %	
Girls	7,389	21,435	14,046		190 %	
Total	12,179	39,115	26,936		221.1%	
Graduates—						
Total	1,562	4,247	2,685		161 %	
(Boys and girls were reported without separating in 1900. This prevents gain for each being given now.)						
Average Daily Attend.	8,975	30,879	21,904		244.4%	
Expenditure—						
Total	$729,687.44	$4,090,967.26	$3,361,279.82		460 %	
(In 1900 only expenditures were given in reports. This prevents giving of receipts.)						
Val. of Property	$2,073,046.00	$9,601,274.00	$7,528,228.00		363 %	
Cost per Pupil Enrolled	$59.91	$74.85	$14.94		25 %	
Number of Books in Libraries	46,975	196,033	149,058		317 %	

STATE NORMAL SCHOOLS

	1900	1910	Incr.	Decr.	Per Cent Gain	Per Cent Loss
Teachers Employed—						
Men	37	37	0		0	
Women	64	96	32		50 %	
Total	101	133	32		31.6%	

	1900	1910	Incr.	Decr.	Per Cent Gain	Per Cent Loss
Enrollment in Normal Dept.—						
Men	256	105		151		58.9%
Women	1,783	2,216	433		24.8%	
Total	2,039	2,321	282		9.2%	
Enrollment in Train. Dept.—						
Boys	501	1,087	586		116.9%	
Girls	662	1,421	759		113,1%	
Total	1,163	2,508	1,345		115.6%	
Graduates—						
Men	42	28		14		33.3%
Girls	299	735	436		145.7%	
Total	341	763	422		124.0%	
Financial—						
Receipts	$251,217.22	$388,058.58	$106,841.36		42.1%	
Expenditures	$206,001.56	$280,219.70	$ 74,218.14		36.0%	
Valuation of Property	$699,074.00	$1,447,910	$748,936.00		10.1%	
Total Number Books in Libraries	25,688	65,287	39,599		154.1%	
Number of Acres in Grounds of	49	56.37	7.37		15.0%	

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ADVICE TO TEACHERS

By Mark Keppel

Real, vexatious, and nerve-destroying problems confront every teacher. She should meet them with wisdom, with courage, and with patience. Good humor will batter down walls impregnable to any other attack, and good manners will win educational victories worthy of any warrior. When children enter your classes poorly prepared, receive them with kind words and with hope for all, and bring them up to grade. The most sublime privilege of the teacher is to save children from failure. Second only to that privilege is the one of speaking only good of one's predecessor or else of keeping silence.

Have a definite aim in your work. Keep the main facts of each subject in the foreground. Intrench your pupils in essentials; they will acquire non-essentials enough without your costly assistance.

Think much, plan wisely, execute firmly, and say little. Keep out of every kind of community trouble. Let your motto and your practice be, "Peace and friendship for all, and entangling alliances with none."

Zeal, fidelity, consecration, will bring you genuine rewards far exceeding those won by any other means.

OUR EDUCATIONAL SYSTEM—ITS CAUSE AND ITS CURE*

By O. P. Jenkins

The education of the people is accomplished by a great complex of means. Prominent among these are the formal schools of our country of the various forms and grades. These schools are regarded as our educational system. A part of this series of schools is commonly designated as the Public School System; the remaining are of course the colleges, universities, technical and other special schools. Each has its interesting history and its serious problems. In proportion to the activity given to the discussion and solution of these problems will be the advancement of the nation in lines of real progress.

In the minds of the majority of those who think of our educational system there is pictured simply the Elementary School, the High School and the College or University with the last two forms used in the narrowest sense. With such, a great amount of the most earnest and efficient educational activity of the nation, accomplished in the technical and special schools is more or less completely ignored. We may first consider this most prominent part of the system, namely, the Primary School, High School and College or University, with the outside schools passed over for the time.

Let us for a brief time analyze this series to see how complete it is and how rationally it may be planned. It takes but a cursory view into this system as it is at present and as its history shows it to be in its growth in the past to find that it is the most blindly conservative of all our institutions and that it is, more than any other, handicapped by precedent and prejudice and that there persists in it fossiliferous ideas with the fixity of rudimentary organs inherited from our lowest vertebrate ancestors.

The educated who discuss the system have secured their education in it and, if not moulded completely by it, at least have received their ideas and concepts from it and have little other mental furniture to work with while the uneducated are not allowed an opinion on it. This renders the difficulties of discussion exceedingly great and the possibility of reform very remote. In fact real reform is impossible and none is proposed; the most that is attempted is rearrangement of existing difficulties.

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* Delivered before the California School Masters' Club, February, 1910.

If we could imagine the human race to have suddenly lost all of its schools and with it all remembrance of their subjects, their methods, traditions, their texts and buildings, and yet at the same time to have retained exactly as it is at present all its material and intellectual possessions, it would be interesting to conceive of the possible events that would follow the race's becoming conscious of the eminent desirability of preparing its young and maturing members for the adult life of the community.

We might imagine for this purpose that the community might select a commission of men of average clearness of vision, of breadth of view, of recognized common sense and of marked public spirit and interest to study the problems involved and to propose plans for solving them. It would be utterly impossible for one of us to prophesy the detailed conclusions of such a completely unbiased commission, one absolutely clean minded of all our educational conceptions and uses. With no mortal glimpse to start with, no one has been able to describe with accuracy what is in heaven but some have fun in guessing what is there, and almost anyone feels sure of some things that are not there. Thus we may form some guesses of what the commission would do and feel sure of some things that could not possibly occur to them to propose.

To be somewhat more specific let us suppose such an unhandicapped commission were created in this nation, to go no further, for the purpose of forming plans for the education of its people.

Now we could readily imagine that the very first thing the commission would attempt to do would be to gain a comprehensive grasp of the intellectual possessions of the time. These have been styled the inheritance of the race and it has been urged that we should come into our inheritance. This conception is a fine one, but that the heirs of an estate may receive the full benefit of it there should be a complete inventory, not only a simple list of heir-looms, such as snuff boxes, canes, back combs and great grandmother's dancing shoes, but also accurate descriptions of their more substantial possessions and the means for entering fully upon them.

Thus it would seem to be a rational method of procedure for our commission to study first exhaustively the inheritance that is to be transmitted, and next the plans of transmission. I should like to read their report. I cannot give it to you, but we can see something of its nature. The members of

the commission in looking over the whole people of our nation and attempting to gain a grasp on the life burning at this very hour would begin by acquainting themselves thoroughly with every form of human activity and achievement. Next their labor would be directed to a searching analysis of the facts and principles of each form of activity with a view to the arrangement of them in each line in such a manner that there could be a rational progressive growth in the knowledge and power of each subject. Then there would be a searching for relative values or rather of relative importance or relative demand and a seeking for common elements and a determination of the suitable ages and preparation for beginning the various subjects adapted to the developing young.

The work completed we should have a rational comprehensive system of education which would introduce the children and youths by economic methods and well adapted stages to the most fundamentally important knowledge and to the most vital of human interests. The child would become a youth who was in touch and sympathy with his time. His equipment would be such that he could rejoice in the life that now is for him, his vision so enlarged that he could get glimpses of the many fields in the great landscape of human endeavor that would allow him to select clearly the particular one in which he would most happily work. Then he would find provided for him completely the means in any direction in which he chose to move, for feeling and thinking what the greatest students have felt and thought, that he might use it all for the highest service or add to what they have accomplished.

What are the present activities of the people? What is the intellectual inheritance to be passed on to the coming generation? We must at least glance at them if we wish to gain any comprehension of what course a rational planning of an educational system would take. When an antequarian unearths a buried city whose history is wholly unknown, his studies are to find the plan of the city, its buildings and their uses. From the fragments of household furniture and implements he seeks to picture the life and occupations of the lost people; from inscriptions, tablets and whatever contains a scrap of the language it is sought to reproduce the history and thought of the people. This is to satisfy a human interest in a lost tribe.

An educational commission would have before them a vastly more interesting and important problem and the care

and labor for solving it should be more earnestly put forth. They would have the living communities in their actual life for their material, and for their object the most vital one of arranging their material so that the growing race could learn the words, think the thoughts, feel the spirit, and do the deeds of those who have just carried civilization to the farthest point forward.

We might imagine our commission planning their campaign of investigations into the activities and achievements of the race. They might begin with the cities and as they unraveled the threads of connection they would be led to all the world outside. Not even an outline list of what they would meet could be given but a few things might be mentioned to indicate the general character of the matters that would not escape their attention. They would see that the city was a planned grouping of buildings of many forms adapted to endless uses. Some of the latest and best built would be found to be in material, structure, architecture and adaptation to use, triumphs that have crowned ages of thought, experimentation and of action. They would recognize the fact that the oncoming generations are to use these and build the like and better. They would find the city woven through and through with its systems of transportation, of lighting, of water, of communication, of drainage, with all their infinite detail of successful application of a great knowledge. Then would come the occupations of the peoples with their million other successful applications of a great knowledge to win out of the earth and its substances and its products every necessity, convenience and luxury. Then the government of the people, the whole intricate system would force itself on their observation. In private ownership and public possession they would find paintings, sculpture and other expressions of art regarded by the community as of the greatest value. In private and public libraries would be found preserved the thought and literature of generations of those who have written their message. They would further find great establishments which were adding daily to the literatures and records of the world's activity.

As their studies progressed the matters of the city would be found but a small part of the whole world, and that for example the systems of transportation and communication extended the world around. The business of the city was but the business and commerce of the earth. The great railways and bridges, the great ships with their equipment and

the great cosmopolitan systems of communication, being among the latest and greatest triumphs of the race.

As they turned their eyes from streets and buildings to the hills and mountains, the rivers and seas, the air and the clouds, the trees and all plants that cover the earth and to the millions of animal forms that spread themselves over the land and penetrate the sea, and up to the sky blazing with the sun, or strewn with the moon and stars they would find that a thousand questions about these realms of nature by generations of intellectual conquest had become answered and had become a priceless heritage. Their facts and laws have become the active means to the last rapid strides of civilization, resulting in revolutions in the material side of life, in social relations and even in the methods of thought itself.

Now all these things and many more our commission would clearly recognize the oncoming children and youth were about to inherit, that in fact the new generation would soon be in full and sole charge of them, and the commission would certainly feel heavily the grave responsibility resting on them of safely and efficiently putting into these childrens' hands, hearts, and minds the strength, hope and intellectual grasp to enjoy, use and increase their most valuable possessions.

Has our educational system been created by any method even approaching a rational systematic proceedure? Has not the educational system been an accumulation of accidents held together by the rigid cement of conservatism rather than a systematic formation and a natural growth?

Does the race come into its intellectual inheritance through our educational system? Does not the system largely transmit simply heir-looms that cumber action, hamper thought and waste energy instead of the vital, virile portions of the estate that give that power, insight and sympathetic response that enables the entering the largest intellectual movements of each newest year of the world's progress? Must not the people from their youth up find the way to their inheritance for the most part by methods wholly extraneous to the schools?

Twenty years ago I found myself on one of the Hawaiian Islands seeking what fishes had come to dwell along its reefs and rocky shores. At that time the Native Hawaiians were still the past masters of fishing and still ruled over their brilliant fish kingdom. I soon found it to my great advantage to seek and employ one of the most intelligent native fishermen to help in my collections.

An incident in my association with him made a great impression on me. One morning having to start out early to the fishing grounds with him he invited me to take breakfast with him at his little hut a few miles out of Honolulu. With his family we sat upon the bare floor about the little meal. He, thinking I was civilized and had an educated taste, had provided me with some dried fish (uncooked), dessicated cod-fish, I think it was, from Boston, while he ate the bright hued specimens of his own shores just as they came from the water.

As I looked about the bare room I saw in a corner a pile of books. My wonder immediately was to know what of our literature had found response in the soul of this representative of a strange race. In answer to my inquiry he said they were some of his school books used when he was a boy in the Missionary schools.

My interest then was intensely aroused to see what the American who had undertaken to open the eyes of this ignorant savage to the beauties and triumphs of modern civilization had used for the purpose. The books were a Latin grammar, a Greek grammar and a Latin text. "Did you study them?" "Yes." "How long?" "It was some years." Then I saw why he had given me dried cod-fish from Boston for my breakfast.

Here were a people who had been marooned for ages on these islands, and although they were surrounded by bright skies, brilliant seas, and thousands of forms of tropical life, they had been able to make no more out of it all than a horrible religion, a fearful government, a low system of morals, the rudest of art and architecture, no history or literature and the meanest of food and bodily comforts.

Now comes a representative of races who had accomplished wonderful advancement in all these lines. He has the highest of motives and one would think his heart would swell and his brain whirl in forming a message from his great world to this child of a belated race, for God never gave to man a revelation such as this teacher could have given to this savage.

But what had he done? He had repeated to his pupil a parrot like jumble which he had learned was education and made his savage pupil repeat it after him. The absurdity was a great shock, and it was more than an absurdity.

But when I reflected that back in America some hundreds of thousands of little savages were born every year as ignor-

ant of the triumphs of civilization as were these Sandwich Islanders, and that, too, as one of the teachers of these young American savages I had had the opportunity of making the same great revelations to them that this teacher had to give to his savage, and that I had done the same thing as he had done; I had repeated parrot-like jumbles that had been handed down to me by other parrots. It was a time for resolutions. But when you get back home and again come up against the stupidity, infexibility and blind conservatism, inertia and want of originality, you say, "Pshaw, what's the use?" and again fall into the lock step march of the schools.

How came our system to run into such moulds? May I be pardoned for taking a brief view of the rise and growth of the three parts of our system, matters familiar enough to this audience, simply to bring before us the nature of some of our problems.

When the germs of the present Public School system of America were planted nearly 300 years ago in the colonies they arose from a wholesome desire of the people that their children should receive something of an education. In some places the church largely assumed responsibilities with expected results. In New England it would seem that in the rural districts the first schools might be more properly called the people's schools formed by them and for them and thus were distinctly American and most nearly the prototype of our Public School System of today. These schools were simple affairs. Their subjects were reading and writing and sometimes at first arithmetic and finally this latter subject was always present. While these subjects then as well as now were simply partly the means by which an education can be obtained, they represented all the country could do in the way of time, means and teachers. Then came the founding of Harvard College, 1636, demanding Latin and Greek for entrance. Then followed the Secondary Schools to prepare boys in Latin and Greek to enter college to read more Latin and Greek. Following the influence here exerted grammar appeared in the elementary schools.

Thus were placed as the foundation of the educational system the great educational stumbling blocks of grammar, mathematics, Latin and Greek over which those with educational ambitions were made to fall for more than two centuries. This too was at a time of wonderful beginnings in a new continent when new forms of government were to be constructed new laws to be made, new social relations to be

worked out, new commerce to be established and resources of more varied and of more magnificent proportions than were ever known before were to be developed. This was a time when history, economics, commerce, music, art and science would have given the keenest relish and the greatest strength.

But the schools at least taught the people to read and write and once learned their use could not be prevented. They instilled democracy and they brought ambitious high minded men together and no amount of handicap can suppress the activities of keen minds in contact.

The Public School's later history is in most ways exceedingly interesting. It developed until it became an universal public institution through the States and the people have been liberal and loyal to it to a degree. It has become the Elementary School and the High School. On the material equipment side we may be proud of it. But on its educational side it certainly is far from being even now a wholesome rational leading of the child into the real inheritance that is his by right of birth. Art, science in its many forms, music, history, government, economics, literature, knowledge of the world and its people in their content and methods have forged ahead in these three hundred years, but the dear old public schools with their old time subjects and ways have changed least.

What is the matter? The reasons may be seen in part in this brief list of conditions. The people while they gladly provide the money, seem utterly indifferent to what the schools do. The people never propose anything in regard to their intellectual side.

The schools are wholly in the hands of three groups. Boards of Education, School Superintendents and the teachers. The Boards are political bodies, may or may not be educated men, very seldom discuss education or educational problems, but simply take care of the business and appoint the Superintendent and the teachers. The teachers have no voice in the course of study and are largely meagerly educated and do the few tricks that have been handed down to them.

The Superintendent with his few associates and assistants must be the greatest educational influence. But he may be uneducated in the best sense, but there are exceptions for there are some few who have been famous superintendents. But nobody to whom he is responsible at any time demands that he make the schools rational.

While he may have great influence, even if he were wise

enough to form it he could not get a rational course of study introduced through the machinery now existing. Now the body of teachers have their numerous associations of various degrees leading to the monster National Educational Association. These discuss many phases of the Public School problems and while there have been produced a great amount of fine literature and many most sound views, the great mass of the work is simply walking around and around over the same old pathways about the same old subjects. But the worst of it is that the best work they do cannot by the existing organizations accomplish much, since they have no way by which they can control the schools. They have no more influence on most of the schools than does the discussions of a Geological Society over the lava beds of Modoc County.

We have everywhere Normal Schools and of recent years in most colleges Departments of Pedagogy, but these are mostly engaged in mauling over methods or framing psychological or philosophical excuses for the present forms of courses of study and of school conditions. They are inclined to take a scholastic rather than a propagandistic attitude, as for the remaining parts of the college or the university they hardly know that the Public School exists, and I sometimes think it is just as well as things are, but they ought to be different.

The High School

The Secondary School began as a Latin and Greek mill to supply a grist for the theological college, and so it remained for a hundred years, then some of the colleges asked for common arithmetic as an entrance equipment. It took 100 years more for this fearful innovation to spread far. Harvard held out against this innovation much beyond a century. This was the condition up to 1800.

During this long period the Secondary Schools and the colleges did little for the people and failed utterly to discover or transmit the full intellectual inheritance of the time.

What happened back in those years need not worry us now if it had not been that this long use of such high schools and colleges by people so eminently respectable gave the form of the schools an air of superiority and respectability and even sanctity that it seems impossible even now to dispel. The points of view, the methods, the estimates of educational values left by this long continued usage seem to have produced a strabismus not yet successfully straightened out.

But more recent years have done something for the High School. There came finally demands from the people that could not be wholly ignored. There was a feeling, ill defined perhaps, that education should be something more than a fetish, and that a school that principally fitted for another school whose chief aim was furnishing theological vestments, was inadequate for fitting the boy for active life where simple amulets did not count for much.

So by an innovation here and there the academies and high schools slowly introduced other subjects tending to a more general intelligence. But with the characteristic conservatism that marks everything educational, everything that could be interpreted as replacing the established fetishes was opposed and discredited in the most respectable quarters.

In the development of the High School perhaps the greatest handicap has been an anomalous condition fastened on its antecedents at the beginning. That is the grip the college faculties have had on the High School. The college professors formerly intrenched in their walled town and manufacturing a single article demanded only the few raw materials for its manufacture. The only secondary schools formed at first were created to furnish this raw material. This gave these first faculties a sort of dictatorship over the first secondary schools. As years, even centuries, passed this original proprietary grip held fast the secondary schools, and it is only today that it is somewhat loosened.

This is a most anomalous thing, an hereditary anachronism. Small groups of college professors, who hardly know the High Schools, who never visit them, who are in no way responsible for them, have attempted to dominate them completely for the sole purpose of furnishing, out of the multitude of the youth of the nation a very limited number of students to enter classes in the few subjects these colleges teach.

No wonder there came the discussion of whether the High School should "prepare pupils for life or for the college." This would be a strange phrase in normal conditions for there is in it intimations that life and college are antithetic terms. But for what else than life, and life more abundantly, should any school or any stage of a school prepare for?

But in recent years a more rational view is being more and more entertained. And when it is fully recognized that a college professor has no more proprietary right or other right over the High School or any class in it than has any

other private citizen, the High School, free of a narrow domination, may develop more naturally. Left to be directed by those who own it and work in it and for it, the High School may come to be a splendid factor in transmitting the best of the inheritance of the race.

The College and University

The history of the college in America is familiar to every one here. We have just referred to the narrow lines on which it was initiated and the fixity by which these were maintained for nearly two centuries and we feel today even much of the stifling influence of the old regime. But there seems to be more hope for this part of our system taking on a rational form before the others succeed.

Still there is to be found in it much of Mediaevalism. The pious desire on the part of the early New England colonists that their ministry should not go to heaven from Plymouth Rock without knowing a good deal of bad Latin and worse Greek, although St. Peter knew neither, had fastened upon America a form of college that has taken nearly three centuries to break. As had just been pointed out, modern civilization grew up almost completely outside of the colleges. Its demand for trained men to handle its great growing industries and enterprises of various forms forced the formation of schools for their training outside the old colleges which gave no such training, but even frowned at the very thought of the clang of a hammer on the campus.

The spirit of these colleges made it grossly materialistic to study the wonderful intricacies and niceities of contrivance of a perfect steam engine just from the hand and brain of a human genius who was revolutionizing the occupations of a human world, but made it finely humanistic to croon over a broken hair-pin of a Dago dead 2000 years.

In this regard matters have changed to a small extent at least. If there is not yet a universal acceptance of new definitions of true culture and humanism there has come to be a vigorous and respectable body of educated people who refuse to be cowed by the old meanings of those terms.

The sun of a strong and wholesome intelligence had risen high enough to flood light over the ramparts of the walled town which made it uncomfortable for life adapted to twilight and shadows and called for a readjustment of educational life to the full light of the present day. It is in this college or university in its stages of transformation that we members of college faculties find ourselves.

Let us for a moment take a brief view of the organization of this class of institutions to see what are the means at present open to us to influence its development, and how much of responsibility rests upon us in the matter. The organization is indeed a remarkable one, but one so familiar to us that it mostly escapes remark.

Take the country through the colleges and universities represent a vast amount of property accumulated from very many kinds of sources; taxes from the people, private donations and endowments, sums gathered by churches, and by other more or less indefinite movements. This great property represents what the nation has gathered in a haphazard way, it is true, for the transmission of the best of its intellectual heritage and for the increase of this estate.

The business of this great enterprise is administered by small groups of trustees, scattered throughout the land, selected in a hundred different ways. These groups are each responsible to a different source, or not responsible to any one for their actions. They have no connection with each other, no concert of spirit, of knowledge, of policy or of aim.

The educational policy and work of these institutions is in the hands of equally independent groups, the faculties of the institutions, each with its own policy, or lack of one, the result often of a group of accidents. Thus we have no real system of higher education but only educational spots. We know full well that of all the qualifications that are expected of the members of the faculties in their selection that of a knowledge or interest in education in its broader aspects is never thought of except for positions in the departments of education where they may chance to exist. We are gathered together from the places where we have come to know some phase of chemistry, German, mathematics, of botany and the like, which is certainly most proper but we may have given hardlly a thought to a national education.

Yet we join the small group into whose power is given the higher education of a whole nation. Yet the form of the organization prevents the weight of this great responsibility resting so very heavily on us.

We know that if in some university, say of Alabama for example, a man arose who had the clearest ideas of higher education and who after 25 years of hard work would get his fellow members to adopt two or three matters of rational reform that there would be bare chance of the benefits ever extending to the other educational spots of the nation. As

soon as he should die he would sink out of sight and the little pond in which he was making a few waves would soon be as placid as before his disturbance of it.

What are the possible methods by which the whole system could be brought into true relations to the present state of advancement of the race? In the first place we may as well admit that there seems to be no possible method, but there are some thinkable methods.

The method of revolution might be by a progress of evolution or development. Now there are at least two very different types of evolution; one might be exemplified by the processes by which an animal form has been produced, the other those that have given us the latest steam engine. The first is what might be termed the biological method, the second the scientific method.

The evolution of animal forms as now understood gives us the program necessary for a change in the parts of the animal body. For example, if it should be desired to rid the donkey of its ears, the laws of variation, heredity and selection at least must be taken into account. It might take ages of breeding and selection to even approximate the desired result, and even in the most successful outcome, the animal would still be compelled to carry at the very least rudimentary forms of those organs, ear marks of a former condition, which heredity has fixed on him. And even then, by reversion there is always the possibility of the appearance of some young ass with a full ancestral sign. As to substituting in the place of ears totally different organs it would be completely impossible by the biological method.

Rudimentary and vestigial organs in animals are of great scientific interest to comparative morphologists, and evolutionists. Inconvenient and useless as those organs may be to the animals, these scientists wish there were more of them. If it were possible to wipe out every trace of these vestigial encumbrances, such as for example, the vermiform appendix, the morphologists would violently oppose such procedure. They are more interested in preserving an account of what has taken place in the past than in progress in the future.

Since the biological method is nature's way of doing things in a certain realm it has attracted attention to itself as a commendable natural method. It has been sought to apply it to other realms than that of breeding and the development of animal forms.

Thus the study of language, law, government, social con-

ditions and education often takes the turn of an archeological investigation. The student or investigator becomes more enamored with the facts that connect his subjects with the past than with those that bear more directly on immediate service and future advance. The point of view becomes academic rather than productive and thus we have vestigial spelling, paleontological strata in our laws, archaic remains in government and society and anachronistic education carefully preserved and guarded by a scholastic temperament.

Now, in not one of these lines is the biological method applicable. The nature of these forms of human activity are such that all that is past in each could be done away with at any time and the whole begun anew. Ideas, conceptions, knowledge and forms of conduct cannot be inherited; we have in these realms no inexorable laws of heredity to either fix upon us the absurd and the useless or assure us of the good.

Every new generation is a clean field and there is opportunity as far as the field is concerned for laying it out in the most advantageous way. If it grows the same old incumbrances that preceding fields have born it is not because the seeds are inherited by the soil, but because they are placed there anew by ignorance, stupidity and neglect.

The method of the inventor is quite different from the biological methods. The last and best form of the steam engine is not encumbered with vestigial remains of various bolts, rods, nuts, cranks and wheels whose use and abandonment have occurred during the many years through which it has been developing to its present form. If a new genius could arise who could conceive of a form of engine with a very much greater efficiency than any now in existence, which would require the throwing aside the whole of the old forms, he would not hesitate for a moment to do so. When he had completed his engine all the manufacturing companies requiring engines would throw their old ones on the junk pile to make place for the new one, never insisting that the new engine should retain archaic reminders of early blunders just to satisfy their scholastic sense.

The nature of the educational system is such that its problems could and should be met as have been those concerned with the steam engine.

It would be the most rational and splendid thing to do to formulate a clean, clear reasonable system of education devoid of all artificialities but leading direct to the general spirit of the times and to the best knowledge in every line, and

then throw the whole present system on the junk pile and start de novo with the new.

While there is nothing in the nature of the subjects that would render this impossible and there is every good reason for such a quick and complete revolution, the conditions as we have seen them form, are such that a complete rational reform seems at present exceedingly remote. We cannot then throw the whole thing on the junk pile, and if we could we are not ready with a complete rational system to put into its place. There is no large, concerted attempt to solve the broad problem of a national educational system, in either the primary, secondary, or tertiary stages.

While each member of a college or university faculty stands as an individual part of an independent institution, and while his voice and influence in his particular group may be an uncertain quantity, and the influence of his institution on the whole cause of education may be equally nebulous, still his duty and responsibility are great ones, for as we have seen unorganized, cumbersome and slow as the method may be it is the only one at present through which higher education may be affected. In fact higher education at any one time is the sum of all the action of these discrete particles composing its army of instructors.

What may each of us do as a member of this army? While each man must arrange for himself what he can do, I suggest a working program.

First, become acquainted with the actual facts so that they may be clearly recognized and their relations to the general problem known. That is, know the past history of education, its present conditions, and the meaning of education in its broadest sense.

Next form and adopt a code of educational principles and a policy as broad as our limitations will permit.

Next question every thing in our system by the canons of our adopted policy.

Then push wherever it is possible our full intelligence and energy toward suppressing everything in our system which we find irrelevant, achronistic and absurd.

By the same token preserve and remodel all that stands the tests.

Then above all seek out, introduce and develop those things which can be found to have enough of the essence of mental virility in them to have contributed to the advance of the race whether they have ever before been recognized by

any school of culture or not. As an illustration of a working policy I may suggest some things that I would include in my own, hoping that I stand ready at any time to cast them aside when they are shown not to stand the severest tests.

First, it would appear that the educational process should be like the life of the individual—a continuous one with breaks no more abrupt than the convenience of administration would necessitate. At present we find the general divisions of the educational system under the names Primary, Grammar, High School, Academy, Seminary, College, University Technical and Professional Schools. Their formation having largely come about independently has left them as disjointed and to some extent as unrelated members of the system.

Passing from one school to another introduces into the educational progress of the individual very serious interruptions. Even within a single school various transverse obstructions have been invented. All these are unnecessary, unreasonable, often tyrannical and disheartening.

There is one human trait that is the cause of much of man's inhumanity to man and that is the tendency on coming into possession of anything of real or supposed value to develop snobbishness. Our educational territory should be a country where only truth is learned and that should make for freedom.

It has been often said that a university is where "the winds of freedom are blowing," but sometimes a closer contact would lead one to think the phrase should read the "winds of freedom be blowed." For we find sometimes many clicques and clans and snobbish segregations, ingenious devices to advertise slight degrees of attainments such as the old college classes, undergraduate and graduate groups, junior and senior colleges, ranks and degrees, honor societies, and other manufactured distinctions which serve to cloud the issues and divert the aims in the work of intellectual development. To many these matters seem harmless and that it is rude to attempt to dim the glow of sweet satisfaction they give. They may be harmless and insignificant in the abstract but they do not remain in the abstract but become concrete and often reinforced concrete.

Associations and groupings through natural attractions having their source in mutual interests and similar aims form more wholesomely where freedom of movement is not interferred with by the cross fences and corrals of snobbery.

Divisions of the educational system for executive reasons may be of advantage. How many divisions and under what names they might be designated is not a matter of vital interest. Still it seems to me that it would be of great advantage to abolish for all time such names as Grammar School, Academy, High School, College, and University on account of the encrusting tendencies that these names carry with them. The three general divisions as now recognized might be retained and called simply the Primary, Secondard and Tertiary Schools.

But between them and within them all divisions and segregations should have as their only reason for existence economy and convenience of administration. In passing from the Primary to the Secondary and from the Secondary to the Tertiary Schools there should be no more interruptions than from passing from one year to another at any stage of the progress.

The whole system would be a system of roads and pathways beginning in easy playground of babyhood by a broad and easy meadow developing into a plain and common roadway that soon had its winding and interlacing paths which at last higher up in the mountain ranges became more or less widely diverging trails which lead to magnificent views but end finally with forests and mountain ranges still unbroken to be conquered.

The only boundaries limiting areas through which the roads run would be simply those for the purpose of the economic care of the various regions.

There would be no transverse lines of walls with artificial and tyrannical means of holding up the travelers and preventing their further progress by difficulties invented by guards and servants who did not own the country.

The whole country by every right belongs to the travelers and the only test that should be rationally applied for the privelege of further progress on any path is possession of strength and training to take the next step.

In this educational country it would become as serious a matter to deprive one of his right to advance as to take from him any property he might possess.

The Tertiary School is already in some places reacting to its environment. In the outcome it would seem that this Tertiary School would bring within its folds all the present forms of schools beyond the Secondary School and systematically develop other forms not yet in existence. The

Tertiary School should provide for instruction, training and research in every form and degree of human activity and achievement. While such provision may not be completely brought together in one school community the Tertiary School System should have such content.

It seems to me that there is greater promise of a healthy normal development if the unit of the Tertiary School should be strictly the subject taken in a somewhat broad sense. For example, those we recognize at the present time as Physics, Chemistry, Botany, History, German and some of these might in time and even now be subdivided with advantage. Around each subject should gather such men and equipment as would allow one to gain from the department the highest that achievement in that subject has attained. The instructors and workers in the subject would have for their duty the gathering together all knowledge of their subject, analyzing and organizing into the best form for instruction and of planning a campaign of further achievement.

Each subject department should on its educational side be completely independent. It should plan its courses, determine their time and sequence, and should determine the requirements for admission into any part of its work, and these requirements would rationally be simply the equipment and ability to do the work proposed.

This is a very important point if the school lives a normal healthy life. There seems to be an innate tendency of the pedagogue to tyrannize over his pupil. He is not satisfied if his pupil receives simply what he has to give him. He feels that he must do something to him to make him feel the weight of the school.

Thus the student, formerly must take a prescribed course of four years to get a single study of the whole group, and now he must often still swallow a whole group of some unknown body's making to get what he considers his piece of bread. No matter how advanced a student may be he must with his major subject take two minors just because Jones thinks it indecent not to. I can understand how a man can have certain convictions in regard to educational values and that he might be glad to advise a student whom he knew along the lines of his views, but how one can wish to assume the responsibility of placing off-hand a series of restrictions to apply to numbers of unknown men many at least of whom may be as well educated, broadminded as he and certainly in a better position to judge of his own goal, is hard to fathom.

The young man or woman entering the Tertiary School needs sympathetic advice and inspiration in his educational progress but not artificial disheartening obstructions. There is no ground on which an instructor can base the right to make such obstructions.

The government of a student body is a separate thing from its educational plan and work and must always be met according to its special needs. It is not considered here. But one thing is certain in regard to government; it should be adapted to the educational work, and not the educational work crippled to make government easy.

The subject-department system should insure the instructor from any nagging from his associates. Instructors in allied subjects would naturally form associations for adaptation and harmony in work but not for dictation and control.

The one great asset of the teacher is the sweetness and light that may come to him in his work. When the measure of these are full he doesn't mind his salary, but when sand comes in his sugar and persistent clouds float across his sky his salary seems very small indeed.

In the Tertiary School there should be complete equality of subjects as far as their dignity of position and official standing before the school community, leaving them to attract students by their intrinsic merits alone and not by an artifical glamour artificially cast over them.

With all subjects completely provided for in the Tertiary School System there would be no place for the so-called professional school, law or medicine, for example, as a separate institution as we now know it.

When a profession demands certain educational requirements, the required courses could be completely designated in the various departments and when these were completed an official statement could be made to that effect if it were necessary. The State will designate the subjects necessary where a license is required. A natural association of the instructors of those subjects most immediately concerned in any of the recognized professions or occupations for mutual understanding and greater efficiency and closer adaptation to the specific aim of the profession would form. This would meet all the executive requirements now met by the irrationally organized professional schools.

Such educational organization and aim would always have their problems, but if they could be always met on the broad plain that a complete education is the birthright of every one born into this country, that no man has any right to interfere

with or control the education of another, that the prime and sole object of the Tertiary School is to gather knowledge and experience for organization for instruction, study and research, the problems would have a natural solution.

The great problem of grasping the achievements of the Race, past and present, and most efficiently transmitting them to the oncoming generation is the most arduous, most complex and by far the most important of all problems meeting the human intellect. The educational system is only one factor in this great work and at present it is a comparatively weak and inefficient factor. It should be the largest and most powerful factor.

It would soon become such if every one who entered our profession, from the teacher in the most elementary school to the one in the most advanced, could feel the full weight of the obligations that the nature of our profession imposes upon him.

If a curtain could be drawn aside and a vision shown of what the world might be if the whole energy of concentrated action of the members of our profession were bent upon the study and solution of the real problems of education, the view would apall us with its possibilities and its responsibilities. It would inspire each with the frenzy for devotion and work that would constitute us the real prophets and seers of the present age.

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Kendric Charles Babcock, President of the University of Arizona, has been named as Specialist in Higher Education in the United States Bureau of Education, to fill the new position created by the present Congress at its recent session. Doctor Babcock is a graduate of the University of Minnesota, class of 1889, and received the degree of Ph. D. from Harvard University in 1896. He taught in the country schools of New York before going to college; was instructor in history and English in the University of Minnesota in 1890-94, and assistant professor of American history and political science in the University of California in 1896-1902. He has been President of the University of Arizona and professor of history in that institution for the past seven years. Doctor Babcock has had an unusually varied experience, and has in a marked degree commanded the confidence of the leading men in our colleges and universities with whom he has had to do. He will enter upon the duties of his new position in the near future. Those duties will involve the extension and improvement of the information service respecting colleges, universities, professional schools, and schools of technology, which has already been begun by the Bureau of Education; and the undertaking of new activities in this field, as occasion may demand.

COMFORT FOUND IN THE GOOD OLD BOOKS

By George Hamlin Fitch

(This article is republished from the San Francisco "Chronicle" of October 9th with permission of the author. Mr. Fitch has continued the series by interesting contributions on the Bible, Shakespeare, etc. The appreciation of literature when touched with the pathos of grief shows the rarest and purest quality of the human mind. This article is reprinted because it is a masterpiece.—Editor.)

For the thirty years that I have spoken weekly to many hundreds of readers of the "Chronicle" through these book review columns it has been my constant aim to preach the doctrine of the importance of cultivating the habit of reading good books, as the chief resource in time of trouble or sickness. This doctrine I enforced, because for many years reading has been my principal recreation, and I have proved its usefulness in broadening one's view of life and in storing up material from the world's greatest writers which can be recalled at will. But it never occurred to me that this habit would finally come to mean the only thing that makes life worth living. When one passes the age of 40 he begins to build a certain scheme for the years to come. That scheme may involve many things—domestic life, money-getting, public office, charity, education. With me it included mainly literary work, in which I was deeply interested, and close companionship with an only son, a boy of such lovable personal qualities that he had endeared himself to me from his very childhood. Cut off as I have been from domestic life—without a home for over fifteen years—my relations with my son Harold were not those of the stern parent and the timid son. Rather it was the relation of elder brother and younger brother. Hence, when only ten days ago this close and tender association of many years was broken by death—swift and wholly unexpected as a bolt from cloudless skies—it seemed to me for a few hours as if the keystone of the arch of my life had fallen and everything lay heaped in ugly ruin. I had waited for him on that Friday afternoon until 6 o'clock. Friday is my day off, my one holiday in a week of hard work, when my son always dined with me and then accompanied me to the theater or other entertainment. When he did not appear at 6 in the evening I left a note saying I had gone to our usual restaurant. That dinner I ate alone. When I returned in an hour it was

to be met with the news that Harold lay cold in death at the very time I wrote the note that his eyes would never see.

When the first shock had passed came the review of what was left of life to me. Most of the things which I had valued highly for the sake of my son now had little or no worth for me; but to take up again the old round of work, without the vivid, joyous presence of a companion dearer than life itself, one must have some great compensations. And the chief of these compensations lay in the few feet of books in my library case—in those old favorites of all ages that can still beguile me, though my head is bowed in the dust with grief and my heart is as sore as an open wound touched by a careless hand.

For more than a dozen years in the school vacations and in my midsummer holidays my son and I were accustomed to take long tramps in the country. For five of these years the boy lived entirely in the country to gain health and strength. Both he and his older sister, Mary, narrowly escaped death by pneumonia in this city. So I transferred them to Angwin's, on Howell mountain, an ideal place in a grove of pines—a ranch in the winter and a summer resort from May to November. There the air was soft with the balsam of pine, and the children throve wonderfully. Edwin Angwin was a second father to them both, and his wife was as fond as a real mother. For five years they remained on the mountain. Mary developed into an athletic girl, who became a fearless rider, an expert tennis player and a swimmer who once swam two miles at Catalina island on a foolish wager. She proved to be a happy, wholesome girl, an ideal daughter, but marriage took her from me and placed half the continent between us. Harold was still slight and fragile when he left the country, but his health was firmly established and he soon became a youth of exceptional strength and energy.

Many memories come to me now of visits paid to Angwin's in those five years. Coming home at 3 o'clock on winter mornings after a night of hard work and severe nervous strain, I would snatch two or three hours' sleep, get up in the chill winter darkness and make the tedious five-hour journey from this city to the upper Napa valley, in order to spend one day with my boy and his sister. The little fellow kept a record on a calendar of the dates of these prospective visits, and always had some dainty for me—some bird or game or choice fruit which he knew I relished. Then came the prep school and college days, when the boy looked forward to his vaca-

tions and spent them with me in single-minded enjoyment that warmed my heart like old wine. By means of constant talks and much reading of good books I labored patiently to develop his mind, and at the same time to keep his tastes simple and unspoiled. In this manner he came to be a curious mixture of the shrewd man of the world and the joyous, carefree boy. In judgment and in mental grasp he was like a man of 30 before he was 18, yet at the same time he was the spontaneous, fun-loving boy, whose greatest charm lay in the fact that he was wholly unconscious of his many gifts. He drew love from all he met, and he gave out affection as unconsciously as a flower yields its perfume.

In college he tided scores of boys over financial straits; his room at Stanford University was open house for the waifs and strays who had no abiding place. In fact, so generous was his hospitality that the manager of the college dormitory warned him one day in sarcastic vein that the renting of a room for a term did not include the privilege of taking in lodgers. His friends were of all classes. He never joined a Greek letter fraternity because he did not like a certain clannishness that marked the members; but among Fraternity men as well as among Barbarians he counted his close associates by the score. He finished his college course amid trying circumstances, as he was called upon to voice the opinion of the great body of students in regard to an unjust ruling of the faculty that involved the suspension of many of the best students in college. And through arbitrary action of the college authorities his degree was withheld for six months, although he had passed all his examinations and had had no warnings of any condemnation of his independent and manly course as an editor of the student paper. Few boys of his age have ever shown more courage and tact than he exhibited during that trying time, when a single violent editorial from his pen would have resulted in the walking out of more than half the university students.

Then came his short business life, full of eager, enthusiastic work for the former college associate who had offered him a position on the Board of Fire Underwriters. Even in this role he did not work so much for himself as to "make good" and thus justify the confidence of the dear friend who stood sponsor for him. Among athletes of the Olympic Club he numbered many warm friends; hundreds of young men in professional and business life greeted him by the nickname of "Mike," which clung to him from his early freshman days

at Stanford. The workers and the idlers, the studious and the joy-chasers, all gave him the welcome hand, for his smile and his gay speech were the password to all hearts. And yet so unspoiled was he that he would leave all the gayety and excitement of club life to spend hours with me, taking keen zest in rallying me if depressed or in sharing my delight in a good play, a fine concert, a fierce boxing bout or a spirited field day. Our tastes were of wide range, for we enjoyed with equal relish Mascagni's "Cavalleria," led by the composer himself, or a championship prize-fight; Margaret Anglin's somber but appealing Antigone or a funny "stunt" at the Orpheum.

Harold's full young life was also strongly colored by his close newspaper associations. The newspaper life, like the theatrical, puts its stamp on those who love it, and Harold loved it as the child who has been cradled in the wings loves the stage and its folk. Ever since he wore knickerbockers he was a familiar figure in the "Chronicle" editorial rooms. He knew the work of all departments of the paper, and he was a keen critic of that work. He would have made a success in this field, but he felt the work was too exacting and the reward too small for the confinement, the isolation and the nervous strain. After the fire he rendered good service when competent men were scarce, and in the sporting columns his work was always valued because he was an expert in many kinds of sports and he was always scrupulously fair and never lost his head in any excitement. The news of his death caused as deep sorrow in the "Chronicle" office as would the passing away of one of the oldest men on the force.

Now that this perennial spirit of youth is gone out of my life, the beauty of it stands revealed more clearly. Gone forever are the dear, the fond-remembered holidays, when the long summer days were far too short for the pleasure that we crowded into them. Gone art the winter walks in the teeth of the blustering ocean breezes, when we "took the wind into our pulses" and strode like Berserkers along the gray sand dunes, tasting the rarest spirit of life in the open air. Gone, clean gone, those happy days, leaving only the precious memory that wets my eyes that are not used to tears.

And so, in this roundabout way, I come back to my library shelves, to urge upon you who now are wrapped warm in domestic life to provide against the time when you may be cut off in a day from the companionship that makes life precious. Take heed and guard against the hour that may find you forlorn and unprotected against death's malignant

hand. Cultivate the great worthies of literature, even if this means neglect of the latest magazine or of the newest sensational romance. Be content to confess ignorance of the ephemeral books that will be forgotten in a single half year, so that you may spend your leisure hours in genial converse with the great writers of all time. Dr. Eliot of Harvard recently aroused much discussion over his "five feet of books." Personally, I would willingly dispense with two-thirds of the books he regards as indispensable. But the vital thing is that you have your own favorites—books that are real and genuine, each one brimful of the inspiration of a great soul. Keep these books on a shelf convenient for use, and read them again and again until you have saturated your mind with their wisdom and their beauty. So may you come into the true Kingdom of Culture, whose gates never swing open to the pedant or the bigot. So may you be armed against the worst blows that fate can deal you in this world.

Who turns in time of affliction to the magazines or to those books of clever short stories which so amuse us when the mind is at peace and all goes well? No literary skill can bind up the broken-hearted, no beauty of phrase satisfy the soul that is torn by grief. No, when our house is in mourning we turn to the Bible first—that fount of wisdom and comfort which never fails him who comes to it with clean hands and a contrite heart. It is the medicine of life. And after it come the great books written by those who have walked through the Valley of the Shadow, yet have come out sweet and wholesome, with words of wisdom and counsel for the afflicted. One book through which beats the great heart of a man who suffered yet grew strong under the lash of fate is worth more than a thousand books that teach no real lesson of life, that are as broken cisterns holding no water, when the soul is athirst and cries out for refreshment.

This personal, heart-to-heart talk with you, my patient readers of many years, is the first in which I have indulged since the great fire swept away all my precious books—the hoarded treasures of forty years. Against my will it has been forced from me, for I am like a sorely wounded animal and would fain nurse my pain alone. It is written in the first bitterness of a crushing sorrow; but it is also written in the spirit of hope and confidence—the spirit which I trust will strengthen me to spend time and effort in helping to make life easier for some poor boys in memory of the one dearest boy who has gone before me into that "undiscovered country,"

where I hope some day to meet him, with the old bright smile on his face and the old firm grip of the hand that always meant love and tenderness and steadfast loyalty.

Among men of New England strain like myself it is easy to labor long hours, to endure nervous strain, to sacrifice comfort and ease for the sake of their dear ones; but men of Puritan strain, with natures as hard as the flinty granite of their hillsides, cannot tell their loved ones how dear they are to them, until death lays his grim hand upon the shoulder of the beloved one and closes his ears forever to the words of passionate love that now come pouring in a flood from our trembling lips.

* * *

THE SCHOOL ELECTIONS

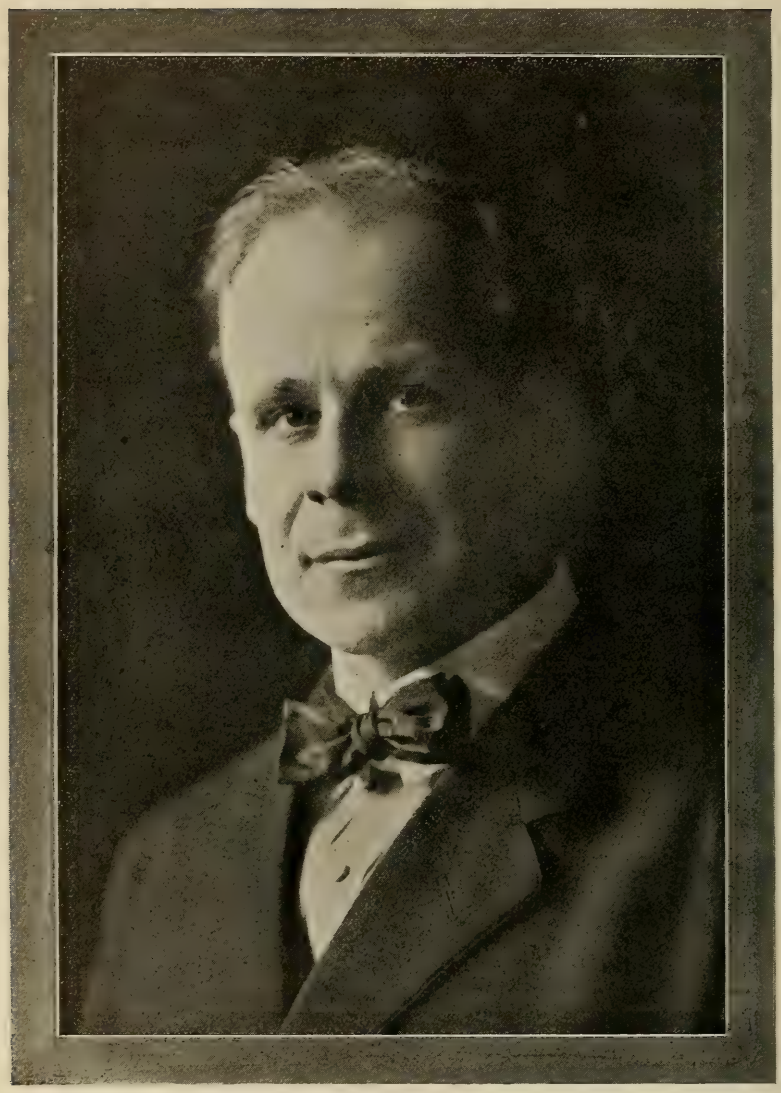
Superintendent of Public Instruction Edward Hyatt has been re-elected by a very large majority. His service to the State for the next four years will be of great value. In legislative matters, in normal schools, universities and out to remote rural schools his influence will be to augment the good.

It is a pleasure to record the election of so many men and women who are equipped for county supervision. As we go to press the following are reported elected:

Superintendent of Public Instruction, Edward Hyatt; Alameda, Geo. W. Frick; Amador, W. H. Greenhalgh; Butte, Mrs. Minnie Abrams; Calaveras, Frank C. Wells; Colusa, Mrs. F. M. Rhodes; Contra Costa, W. H. Hanlon; El Dorado, S. S. Wilson; Fresno, E. W. Lindsay; Glenn, S. M. Chaney; Humboldt, Geo. Underwood; Kern, R. L. Stockton; Kings, Mrs. N. E. Davidson; Los Angeles, Mark Keppel; Marin, James Davidson; Mariposa, Julia L. Jones; Mendocino, L. W. Babcock; Merced, Miss Margaret Sheehy; Modoc, Mrs. Netti B. Harris; Monterey, Duncan Stirling; Nevada, R. A. Fitzgerald; Placer, P. W. Smith; Plumas, Mrs. Hail; Riverside, Raymond Cree; Sacramento, Mrs. Minnie R. O'Neill; San Bernardino, A. S. McPherron; San Diego, Hugh J. Baldwin; San Francisco, Alfred Roncovieri; San Joaquin, John W. Anderson; San Mateo, Roy W. Cloud; Santa Barbara, Miss M. V. Lehner; Santa Clara, D. T. Bateman; Santa Cruz, Champ S. Price; Shasta, Lulu White; Sierra, Belle Alexander; Siskiyou, Mr. Willis Parker; Solano, D. H. White; Sonoma, Miss Barnes; Stanislaus, Florence Boggs; Tehama, Delia D. Fish; Trinity, Miss Nellie Hennessy; Lake, Miss Hettie Irwin; Tuolumne, G. P. Morgan; Yolo, May Dexter; Ventura, J. E. Reynolds; Yuba, W. P. Cramsie.

* * *

Having to explain the statement that the sun never sets on the British empire, a youthful essayist wrote as follows: "The sun sets in the west. Now, the British empire lies in the north, south and east."—Strand.



WILL C. WOOD

City Superintendent of Alameda and a progressive educational leader.

F. F. BUNKER

City Superintendent of Berkeley and the man who has introduced a new plan in the organization of the school system.

ALLISON WARE

The new member of the State Board of Education and President of the State Normal School at Chico.

EDWARD L. HARDY

The new member of the State Board of Education, and President of the State Normal School at San Diego.

J. H. FRANCIS

City Superintendent of Los Angeles and the man who made the Los Angeles Polytechnic High School the greatest institution of its kind in the West.

J. H. FRANCIS, SUPERINTEDENT OF LOS ANGELES SCHOOLS

Perhaps no man has achieved his place more naturally or logically than Mr. J. H. Francis, who has simply grown apace with the growth of the great City of Los Angeles, of which he is now Superintendent of Schools. He has watched that city's educational development since 1896, when he took charge of the Commercial Department of the city's one high school, which department afterward developed into the Commercial High School, and later grew into the Polytechnic High School, still with Mr. Francis as head. Throughout he has kept his finger on the pulse of the city's educational needs, and has kept pace with those needs, his outlook being further broadened by a year's observation of the schools of Europe, in 1908-9.

Mr. Francis stands for the new ideals in education—the humanitarian ideals, as opposed to formalism—the ideals of which Froebel and Dickens were the pioneers. All his plans are aimed toward this humanizing of education—the taking into account of the personal equation of the individual child, in considering educational problems.

"I believe," said Mr. Francis, "in taking into account the varied needs of the children, and in order to do that, we shall have to develop our special schools for the truants, our ungraded schools for the unevenly endowed and developed children, the intermediate schools, which give work in high school subjects to such children as probably will never be able to attend high school, to our evening schools both elementary and high, and to our playgrounds.

"The lower classes, and indeed all classes, should be taught something to prepare them for an occupation in life."

In this latter connection may be mentioned the cottage-school established by Mr. Francis, this year, at one of the schools in the lower part of the city, where the girls, among whom are many Russians and other foreigners, shall be taught all the things necessary for the care of a home. In the Trade School, established last year for boys, Mr. Francis is also particularly interested. He has likewise opened intermediate schools, in two locations where there are poor children, and in these some high school subjects are taught. School gardens are receiving much attention, in the grammar grades, and the Agricultural High School, in the suburb of Gardena, with its twelve acres, is rapidly gaining in popularity under the zeal-

ously intelligent direction of the Superintendent. And the Board of Education has established a department of Marine Commerce at the San Pedro High School, the work of which is beingenthusiastically taken up by the pupils of said school.

The Manual Arts High School and Polytechnic High School are doing splendid work along the lines which their names imply, the jewelry department of the latter school being a new departure in manual work in this city.

Speaking of his observation of European schools, Mr. Francis says that while he believes there are in general no schools like those of his own country, we can yet learn much from those of foreign countries, particularly of Germany, and especially in industrial and technical education, thoroughness in all of their education, and in broad lines of specialization, the Germans beginning with the child at ten years to classify him for his life work.

"Of course this matter of classification has its drawbacks," commented Mr. Francis, "and I should not like to see Germany's inflexible system introduced; but it is certain that if more attention were given the unfolding of the child's talents, from the very beginning, and special work given him with a view to developing these talents, much good would result in his final development.

"In Germany, too, continuation schools are provided for a boy, in case he drops out of regular school at fourteen years of age. The law compels him to attend these schools, in order to prepare him to be a carpenter or chimney sweeper or for any other calling he may wish to pursue in life. He must attend school until he is eighteen, and he must have a trade. I believe we should have something analogous to these continuation schools in this country."

* * *

The New Century Geographical Series, Around the World, edited by Clarence F. Carroll, Silver, Burdett & Co., publishers, are of special value for supplemental work. Book One, for the First and Second grades. Book Two, for Second and Third grades. Book Three, for Third and Fourth grades. Book Four, for Fourth and Fifth grades. Book Five, for Fifth and Sixth grades. Book Six, for Sixth and Seventh grades. All of these books are available with the exception of Book Six, which is now in press. On account of their up-to-dateness they will undoubtedly have as great a demand as the Carpenter Readers. The illustrations are from recent photos and prints. The author has been able to get right to the understanding of the children and has been unusually happy in his selection of material.

EDUCATIONAL LITERATURE IN OCTOBER PERIODICALS

By Katherine N. Hilton

Bennett—Manual Training Schools in Europe. Man. Tr. M. 12:28. Oct., '10.

Cary—Canoe Building. Man. Tr. M. 12:61. Oct., '10.

Earle—Analysis of the Principal Systems of Reading. Kind. M. 24:31. Oct., '10.

Eggers and McMurry—Book-Binding in the School. Man. Tr. M. 12:9. Oct., '10.

Fairbanks—Outline of Study of the Land as Part of a Course in Physical Geography. W. Jol. of Ed. 15:486. Oct., '10.

Fleming—General William T. Sherman as a History Teacher. Ed. R. 40:235. Oct., '10.

Felmley—Educational Value of Manual Training. Man. Tr. M. 12:1. Oct., '10.

Ginn—The School Book, the Publisher, and the Jublic. Jol. of Ed. 72:313. Oct. 6, '10.

Lewis—Conservation of Vision and Prevention of Blindness. Jol. of Ed. 72:341. Oct. 13, '10.

Hayward—Right Proportion and Importance of Physical Experience and Games. Kind. M. 24:35. Oct., '10.

Koch—Making a Study of Mid-west Children's Games. Kind. M. 24:44. Oct., '10.

McGovern—Illustrative Lesson on Corn. Jol. of Ed. 72:347. Oct. 13, '10.

Matlock—Religion in State Universities. Ed. R. 40:256. Oct., '10.

Pairpoint—Making the Basket. Jol. of Ed. 72:322. Oct. 6, '10.

Payne—Metal Work with Inexpensive Equipment for Grammar and High Schools. Man. Tr. M. 12:52 Oct., '10.

Richards—Place of Industries in Public Education. Man. Tr. M. 12:47. Oct., '10.

Sabin—Examinations not a Test of Ftness for the Teacher's Office. Jol. of Ed. 72:320. Oct. 6, '10.

Seaton—Shop Problems—Morris Chairs, Window Ventilator, Dinner Bell. Man. Tr. M. 12:87. Oct., '10.

Smith—Report on English in Secondary Schools in England and Scotland. Ed. R. 40:266. Oct., '10.

Terry—Physics in the High School. Ed. R. 40:250. Oct., '10.

Thwing—Letter from a Father to His Son Entering College. Ind. 69:741. Oct. 6, '10.

Use of Kindergarten Material in Primary and One-Room Rural Schools. Kind. M. 24:55. Oct., '10.

Wood—Educational Statistics of California for School Year Closing June, 1910. W. Jol. of Ed. 15:477. Oct., '10.

Works—High-School Course in Applied Chemistry. Sch. Rev. 18:560. Oct., '10.

Wyche—What Stories Shall We Tell. Kind. M. 24:47. Oct., '10.

* * *

Handwriting is the subject treated by the March, 1910, number of the Teachers' College Record and is very useful for teaching the subject of writing.

The Western Journal of Education

Official Journal of the Department of Public Instruction

HARR WAGNER, Managing Editor.
EDWARD HYATT, Supt. of Public Instruction, Editor of Official Department.

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Editorial

The Tragedies of Education

The following statements by the Council for unemployed teachers in London requires more than a psychological discussion. It should urge those who are doing so-called pedagogical work to sit up with a jerk. There are some problems of educational work that must be solved. Our institutions must be educationally solvent or bankruptcy of the entire system will be inevitable.

"One of the most crying scandals has just been revealed by the council recently organized on behalf of the unemployed teachers in London. Through the false economy and mismanagement of the London County Council in overstocking the training colleges thousands of qualified teachers are starving.

"Six thousand teachers leave the training colleges annually after five or seven years' special study to find themselves in an overcrowded market. Of this number only one thousand are engaged by the educational authorities. Thus vacancies could be filled a hundred times over.

"Most of these teachers are out of work; others have accepted any employment to earn a living. This scandalous state of affairs is revealed in the letters that have reached the

committee's offices. Educated young women are serving as waitresses in cheap restaurants, doing laundry work, hawking needlework from door to door, and are serving in saloons as barmaids. Of the highly qualified men teachers, two have become farm laborers. A third is a clerk in a clothing factory at $2.25 a week and works from 9 in the morning to 7 in the evening; this man spent seven years in a training college.

"One girl living at Islington writes:

" 'Glorious news! After thirteen months of unemployment I have at last found it.'

"Another highly educated girl is addressing envelopes at 75 cents a thousand. Before resorting to this she had made one hundred and ten applications for a situation as teacher.

Some of the statements made in the letters almost pass belief. One qualified teacher, who is a member of the Territorial army, was apparently just saved from starvation by his camp allowance. Among the situations filled by unemployed teachers, in addition to those mentioned, are the following: House painter, photographer's odd man, holiday governess (unsalaried), assistant governess at $75 a year and living out, printer's reader and grocer's assistant.

"The awful point about all these cases is that through the curious policy of the London County Council all these people were trained in the definite expectation of entering a well-paid profession."

* * *

Education, its Cause and Cure

Dr. O. P. Jenkins has written a clear, definite, positive, analytical treatise on our educational system and it is published in this issue. It is seldom that people read a serious discussion unless they are peculiarly interested. We hope that every school trustee and teacher in the State, every member of the legislature, the new Governor of the State, the Department of Education at Washington, D. C., and in fact every one who has a part in the molding of the destiny of the public schools will study Dr. Jenkin's article.

* * *

The County Superintendent of Schools

The importance of the work of the County Superintendent of Schools has never been fully realized by the higher-ups in our educational life. Dr. Winship in a brief editorial in his journal says:

"The problems of the country county superintendent are intricate and puzzling at the same time that they are vital and persistent.

"It is no longer merely a matter of having a good institute program, going the rounds of the schools, and making no wrong political move. It is not sufficient, even, to help the teachers to better methods of discipline and instruction.

"The great problem of the country county superintendent is to help the "uplift movement," to lead in it. It is a question of the community as well as of the school. He must be an agriculturist and a sociologist if he would meet the ideals of the idealists, and we use both terms with genuine respect.

"His problems are the largest that present themselves to any leader in education. There is no other group of problems as significant just now as this. There are no problems of educational methods or principles, of administration or legislation comparable to that which centres about the work of the country schools, and the one vital factor there is the country county superintendent's work and office.

"It is cause for deep humiliation that neither the National Education Association nor the Department of Superintendence has ever elected a country county superintendent as president, has never had a program that dealt largely and vigorously with his problems, that has faced his problems in the resolutions.

"Why? Well, that is another story, but the time will come when the country county superintendent will come into his own. Hasten the day."

* * *

Self Interest. No?

The picture of Mr. Armstrong shedding patriotic tears while in Boston, when McClymonds recited Paul Revere's Ride (see September issue, Sierra News) has been equalled by the brave and patriotic stand when Duncan Mackinnon, President of the Council, and L. E. Armstrong voted to instruct themselves to secure the State subsidy for their journal. This was after the celebrated speech of E. Morris Cox (who has during the past three years been something of an educational tourist but who took the wrong train for Chico) made his financial speech showing that the subsidy was necessary to pay Armstrong's salary. The self-sacrificing spirit of Duncan Mackinnon with free transportation in his inside coat pocket, not good on any limited train, and Armstrong with his fat

salary and fatter expense account, voting in their interest, entitles them to the booby prize in upholding standards of educational ethics. The picture would make an haruspex laugh. They mean well. Sometimes we think they are sincerely devoted to the educational interests of the State. They belong to that great class of stand-pat-educators of whom Fred T. Moore, the discoverer of Armstrong, is the chief. We extend to them the consomme of human kindness.

* * *

One Dollar

We have just forwarded one dollar to the secretary of the C. T. A. for membership for 1910-11. We got a receipt. That is not all we will get. For part of the money we will get ten copies, possibly twelve, of the "Sierra Educational News" (sometimes spelled noose). Part of that nice, big, clean dollar will go to pay the $3000 per year and expenses of the sweet and ubiquitous secretary, L. E. Armstrong, with his scrapulous self-centered ego. The writer is certainly afflicted with linguistic poveritis that cannot use more than one adjective in one sentence.

Part of that almighty dollar will go to pay the "Sierra News" that furnishes Southern Pacific transportation to Duncan Mackinnon to go to Sacramento to put in a personal plea against this journal and for the "Sierra News." A few units—copper cents of that dollar—will be retained by the C. T. A. to use in behalf of tenure of position, pensions, higher salaries, industrial training and the educational interests of the State. Alas, that dollar gives us the double cross for Armstrong sends this office two copies of his well printed but unreadable "Sierra Educational News."

Home Life in All Lands, by Chas. Morris, Lippincott Co., publishers. Price $1.00. This is a most excellent book for geographical classes for supplementary reading. It covers a wide range of reading, and it has over a hundred illustrations, many of them reproductions from actual photographs.

Class Teaching and Management, by W. E. Chancellor, Harper & Bros., publishers. The purpose of this book is to present the principles of class teaching in respect both to instruction and to discipline. It is a sane and sensible treatment of theory and practice of class instruction, based upon the author's experience and observations in various schools in which he has been connected with. Teachers will find many new suggestions, both on teaching and management in this very excellent book.

OUTPUT OF SCHOOL AND SUPPLEMENT TEXT BOOKS FOR 1910

By Harr Wagner

The year of 1910 has produced many new and excellent school text books. The educational publishing houses have made a decided advance over previous years in the point of careful preparation of material and excellence of letter press. There is a very large amount of rich material in the supplemental books. The illustrations in the new text books are of a special value. There is perhaps no other business that shows as much intelligence and careful study of conditions as that of the publication of books for schools. We have tried in a few words to give a fair description of some of the new books in the following notes:

Harper's Book of Little Plays, by Margaret Sutton Briscoe, John Kendrick Bangs, Caroline A. Creevey, Margaret E. Sangster and others, selected for home and school entertainments with an introduction by Madalene D. Barnum of the Brooklyn Training School for teachers. Harper & Brothers, publishers, New York. Price 75 cents. These plays are intended for children from 10 to 12 years of age, and are adapted for home or social entertainments. The plays in this books are selected with special reference to wholesome thoughts and high ideals. There are six plays in all, including "The Frog Fairy," "Familiar Quotations," "The Tables Turned," and a "Thanksgiving Dream."

The Children's Plutarch, by F. J. Gould, with an introduction by W. D. Howells. Price 50 cents. Published by Harper & Brothers. The aim of this book is to open the treasurers of Plutarch's lives and to tell the tales in simple language. There are a number of very beautiful illustrations, and the chapters like "The Hardy Men of Sparta," "The Wise Men of Athens," " The Orator and the Conqueror" are of special interest. There are two volumes, one devoted to tales of the Greeks and the other to the tales of the Romans.

Travels in History by Mark Twain, selected from the works of Mark Twain by C. N. Kendall, Superintendent of Schools in Indianapolis, and arranged for home and supplementary reading in the Sixth, Seventh and Eighth grades. Price 50 cents. Published by Harper & Bros. It will undoubtedly prove one of the most popular supplemental reading books of the year. It contains stories from "The Prince and the Pauper," "A Connecticut Yankee in King Arthur's Court." This book will not only be an inspiration in itself, but it will inspire those who read to want to read other good books, as Howell says: "In Mark Twain we have a national spirit as seen with our own eyes."

The Gordon Readers, D. C. Heath & Co., publishers, are in a four-book series, with a fifth book called the "Teachers' Manual." The author in her instructions to the teachers emphasizes the motto, "First

learn to read then read to learn," and in the suggestion to teachers says: "In the complex process of learning to read, two definite kinds of work may be traced. These kinds, though separate, are yet dependent; to reach the desired end both must be developed. The first is the expression and development of thought. This depends upon memory, imagination and association of ideas; also upon the second kind, which includes the mechanics of reading—soul study or word mastery, called Phonic Drill. This latter necessitates the training of eye, ear and vocal organs. It should be preliminary in order that the end may be logically reached, but it is always subordinate, merely the means to the end that is comprehended in the first line of work. It should be simple, systematic and thorough. Thorough work in phonics lies at the base of all rational teaching of reading. Much of the difficulty usually met by the child in learning to read is removed when his ear is trained to hear the sound, his eye to recognize the written expression, and his vocal organs to enunciate correctly. His reading becomes pleasurable and profitable only when the mechanism of reading is so entirely his that he uses it unconsciously, having his mind free to dwell upon the whole thought expressed, rather than upon the make-up of the words used to express it. When this can be done, the child reads and the day when he can read and enjoy literature is in sight."

The Road to Providence, by Marian Thompson Davies, published by The Bobbs-Merrill Co., Indianapolis. Price $1.50. This is a novel of domestic life, containing a number of very well drawn characters, including "Doctor Mayberry," "Mother and Son," "The Singer Lady and the Bread-Bowl," and the "Peony Girl." Dr. Mayberry and Mother Mayberry are both delightful characters. The story is wholesome, interesting and one that teachers will find worth while to recommend for the school libraries.

The Body and Its Defenses, by Frances Gulick Jewett, Ginn & Co., publishers, is a new viewpoint on bodily health. There are such chapters as the following: "Danger from the School Desk," "The Heart When It Is at Work," "As We Grow Breathless," "Where Blood Changes Color," "Adulterated Alcohol and Patent Medicine," "Experiments in Eating," "Pure Water and Clean Milk," "Work, Heat and Fuel," "Nerve Machinery. The illustrations are fine and the entire work is a valuable contribution to new phases of physical life.

The Daughters of Suffolk, by William Jasper Nicolls. This is one of the most interesting of historical romances. The story begins with Jane and ends with Katherine. The character of Ascham, the school master, also figures in the book; also the Horn Book. The illustrations are particularly fine and the style entertaining. It is a book that children will read and become very much interested in English history.

Child Classics, by Georgia Alexander and Grace Alexander, Bobbs-Merrill Co., publishers, is a series of five readers for text and supplemental use. The vocabulary in the Primer averages only three

new words to the page, 80 per cent of the words are distinctly phonetic. The use of the nursery rhymes that have been loved by children for many generations is another special feature of the Primer. The Second, Third, Fourth and Fifth Readers contain excellent classic selections and fine illustrations. The selections are of more than usual value. Teachers in the public schools of California should be familiar with this very excellent series of readers.

Stories for Boys, by Richard Harding Davis, Charles Scribner's Sons, publishers, contains the story of the Reporter who made himself King, "Midsummer Pirates," "The Van Bibber Baseball Club" and the "Story of a Jockey." These stories are written in excellent style and it is an excellent book for library use.

Equipment for Teaching Domestic Science, by Helen Kinne; published by Teachers' College, Columbia University. This is a most excellent book and one that is especially desirable in this State, now that we have the Normal Schools for Domestic Science purposes, and since Miss Rich has interested the entire State in household economics.

Introduction to General Chemistry, by John Tappan Stoddard; The Macmillan Co., publishers. This book contains the material for a first year's course in Chemistry, as the book is to be used in connection with lectures or recitation talks and discussions. It uses no illustrations. Price $1.00.

All Around Asia, by Jacques W. Redway, Charles Scribner's Sons, publishers. This book for supplemental reading in Geography classes will give the pupils a most excellent idea of our neighbors across the Pacific. Mr. Redway is a most excellent authority upon geographical information and teachers and pupils will find this a most excellent volume.

Myths of the Red Children, retold by Gilbert L. Wilson, Ginn & Co., publishers. Children who listen with delight to our fine old English fairy tales will also be interested in these very interesting stories of our own lands. Stories like "The Little Ice Man," "The Magic Wigwam" and "The Flying Head" are of interest and value to the children.

Children Diet in Home and Schools. This book is of special value to teachers particularly those who want to do some good in the community by being able to tell parents how to feed the children and to know the value of food stuffs. The chapters on School Luncheon is of particular value.

Mollie and the Unwiseman Abroad, Lippincott Co., publishers. The publishers have done a distinct service to the boys and girls in publishing this very excellent story by John Kendrick Bangs. It is a book that will furnish rare delight to children and give them a keen incentive for reading the better things in literature.

The New Augsburg's Drawing, Third Year Book, by D. R. Augsburg, Educational Publishing Co., publishers. Mr. Augsburg has been working and planning and thinking in language, number and drawing for many years, and has finally brought into perfect form

a new system of drawing. He has succeeded as no other teacher of drawing has ever succeeded in placing in a clear, definite and simple manner the fundamental basis of drawing, which are position, direction, proportion and form. He has made the fundamental elements of drawing so simple that any teacher or student, with his book in hand, will be able to get results in expressing themselves in the mechanical medium of form and color.

The Gold Brick, by Brand Whitlock, Bobbs-Merrill Co., publishers. This is a strong, well written book that has in it chapters that will be of special interest to those interested in creating a Civic conscience. "The Gold Brick" is marked by the triumph of good impulses.

The Young Forester, by Zane Grey, Harper & Bros., publishers. This is a splendid out-door story for boys. It has many interesting chapters, including "The Sawmill," "The Lumbermen," "The Old Hunter," "Bears," "The Fight," "The Forest's Greatest Foe," and the "Back Fire."

Supplemental Exercises. The Britton Printing Co. has published a series of supplemental exercises, including Supplemental Language Exercises, for the Sixth grade, Supplemental Arithmetic Problems for all the grades from the Third to the Eighth. A Manual for Physical Training, plays and games for the primary grades, for the primary schools of Cleveland, by R. Anna Morris, and a manual for Physical education for the teachers of public schools. There are all inexpensive and teachers desiring to secure material for supplementary work should send for illustrative circular to the Britton Printing Co. of Cleveland, Ohio.

Prose Literature for Secondary Schools. This is a rare work on Literature. Like all books that the Houghton, Mifflin Co. publish on literature, this is par-excellence. There are complete stories from Warner, Hawthrone, Aldrich, Stevenson, Scott, Burroughs and Poe.

Song Reader, by James M. McLaughlin and W. W. Gilchrist, Ginn & Co., publishers. This book is adapted for study, page after page. This book is particularly valuable where no special teacher of music is employed. Teachers in district schools will find it self-instructing. The clear statement of problems in music make this book a most excellent help and guide to teachers. No teacher not thoroughly drilled and trained in music can afford to be without this helpful and useful book.

Education in Sexual Physiology and Hygiene, by Philip Zenner, Robert Clarke Co., publishers. Price $1.00. This book is intended as a message from the physician to the people, and its purposes is prevention of diseases. It treats of Sexual Hygiene in plain terms. The book is in the form of a brief talk by a physician to a school, and its aim is to secure the good without the ill effects of sexual instructions.

On the Old Kearsarge, The Boy's Catlin, and **The Boy's Hakluyt,** published by Scribner's Sons. These three books are of unusual value for school library purposes. "The Old Kearsarge," by Brady, is

a historical romance of the Civil War. "The Boy's Catlin" is a wonderful story of life among the Indians, and "The Boy's Hakluyt" is a story of English voyages and adventures. The illustrations are the very best of their kind. In fact very few library books have as many exquisite, helpful and suggestive illustrations as these three books.

The Basis of Practical Teaching, by Elmer Burritt Bryan, Silver, Burdett & Co., publishers, has a number of very excellent chapters, including "Our Inheritance," "The Psychology of Work," "The Stimulus of Success," and the "Pedagogy of Youth." The students who are interested in Psychological problems and those engaged in educational work will be very much interested in this excellent work.

Ben the Black Bear, by William H. Wright, Scribner's Sons, publishers. The story of Ben started on the twenty-second day of June, 1890. It is a wonderful story of the training of a black bear captured by Mr. Wright, Marin Spencer and Jack O'Brien in exploring the Bitter Root mountains in Idaho.

American Writers of Today, by Henry C. Vedder, Silver, Burdett & Co., publishers. The new edition is a very excellent treatment of the writers of today. It includes Howells, James, Aldrich, Mark Twain, Bret Harte, Eggleston, Stoddard, Joaquin Miller and others, The author has given a very sane and excellent treatment of the writers in this book. He has, however, failed to fully understand or appreciate the poetical work of Joaquin Miller. He seems to be prejudiced by the admiration of the British for his work, and does not realize that the "Passing of Tennyson," "Columbus," "The Songs of the Soul," and nearly all of his greatest work has been written since he left England, which was thirty years ago, instead of twenty as stated in his book. The poet has lived on the Heights since 1885, and lived in Washington from 1880 to 1885. His spurt of fame in England was in the early '70's. Mr. Vedder certainly has failed to comprehend the imaginative qualities of Joaquin Miller's work and seems not to have read his latter poem at all.

The Hygiene of the School Room, by William F. Barry, Silver, Burdett & Co., publishers. Here is a book that is needed in every school library. It should be placed in the hands of every school teacher on account of its very excellent treatment of the following subjects: The selection of a site for a school building, school furniture, lights, school diet, corporal punishment, sickness and accident in the school room, and defective children.

The Imitation of Christ is the latest edition of Macmillan's Pocket Classics, published by the Macmillan Company. This edition has been most carefully edited and prepared by Brother Leo of St. Mary's College of Oakland, Cal. It is edited from a literary and educational viewpoint. The introduction contains a most interesting mass of information, concerning the book and its author. The notes are ample and explain occasional obscurities in the text. Teachers who wish a copy for their personal use will find the present edition one of the best in the market.

Foods and Their Uses, by Frank O. Carpenter, Scribner's Sons, publishers. This is a very excellent book, treating of the various kinds of food and the uses of them. Chapter 1, where your dinner came from; Chapter 2, kinds of food; Chapter 3, uses of food; Chapter 4, cereals; Chapter 5, fruits; Chapter 11, meats; Chapter 15, beverages and medicines; Chapter 16, preparation of food and serving.

Mopsa, the Fairy, by Jean Ingelow, Lippincott Co., publishers. This is a beautiful gift book with wonderfully fine colored illustrations. It is a book that children of the Fourth, Fifth and Sixth grades will delight in. It is elegantly bound, gilt edge and exceedingly well written.

New Geographies, by Ralph S. Tarr and Frank M. McMurry, Macmillan Co., publishers. The authors of the "New Geographies" have added to the home side, and developed other chapters that needed more and better treatment than in the other books. They have simplified the language, and have added to the illustrations.

The Basket Woman, a book of Indian tales for children, by Mary Austin, Houghton, Mifflin Co., publishers, is a new kind of story book for children. Among the stories of Western Indian life is the "Basket Woman," "The Coyote-Spirit" and the Weaving Woman," "The Christmas Tree," "The Sugar Pine," "Mahala Joe" and others. The illustrations are excellent. The "Basket Woman" is a volume that ought to be in ever school library.

* * *

INYO COUNTY INSTITUTE

The Inyo County Institute for 1910-11 was held at Bishop on October 26th, 27th and 28th. Superintendents Horace M. Rebok of Santa Monica and Mark Keppel of Los Angeles County were the Institute conductors. Thirty-five teachers compose the faculty of Inyo County. Seven of these teach in the High Schools at Bishop and Independence. More than 100 children are attending these two High Schools, probably the largest relative attendance in High Schools as compared with census children for any California county.

Superintendent M. A. Clarke is an excellent executive and her Institute proceeded with snap and vigor and a high tide of interest. Superintendent Rebok discussed "Physical Education and Health Development, Teaching the Child How to Study, Civics and Ethical Instruction and Oral Expression," and lectured on Thursday evening upon "Democracy and Education." Superintendent Mark Keppel discussed "Rational Geography Teaching, School Laws, Discipline vs. The Big Stick and the Teaching of History," and lectured Wednesday evening upon the "Slavery of Ignorance."

The meetings were held in the M. E. Church and were largely attended by the citizens and by pupils of the High School. Thursday afternoon the Institute was conducted by the High School teachers. This session was live, stirring and helpful.

The Institute adopted a resolution petitioning the legislature to increase the salary of the County Superintendent of Schools to at

Western School News

Meetings.

The California Teachers' Association will hold its session in Berkeley, Cal., December 27, 28 and 29, 1910. A. Roncovieri, San Francisco, Pres., L. E. Armstrong, Oakland, Cal., Secty.

Central California Teachers' Association, F. W. Lindsay, President, Fresno; Margaret Hanson, Secretary, Visalia.

Northern California Teachers' Association will hold its meeting in Redding November 14, 15, 16, 1910. G. W. Moore, Pres., Colusa; Delia D. Fish, Secty., Red Bluff.

Southern California Teachers' Association, A. S. McPherron, President, San Bernardino; Mark Keppel, Secretary, Los Angeles.

National Educational Assn., Ella F. Young, Chicago, Ill., President; Irwin Shepherd, Secretary, Winona, Minn. 1911 meeting San Francisco.

Hugh J. Baldwin has arranged to take President Hardy and members of the faculty of the San Diego Normal School with him on his annual visits to the rural schools. This will give the people engaged in the preparation of teachers an opportunity to meet the conditions as they exist.

* * *

Instructors in the San Diego State Normal School are available for teachers' meetings and institutes as follows: Mr. W. F. Bliss, history; Miss Emily O. Lamb, drawing and manual training; Miss Lucy A. Davis, music. Mr. W. C. Crandall lectures upon his work as a member of the force of the Marine Biological Station at La Jolla. These talks by Mr. Crandall are out of the beaten track, and are very instructive and interesting; and Mr. J. F. West, head of the department of mathematics.

* * *

There are 977 boys and 922 girls in the Bakersfield Schools.

* * *

The Chico Public Schools has an enrollment of 2.054. Chas. H. Camper, the superintendent, is making a splendid record for efficiency.

* * *

Mr. Stevenson, vice-president of the Silver, Burdett Co., Boston, Mass., has been visiting California the past two months in the interests of the firm's various publications.

* * *

The City of Fresno has introduced evening schools. F. M. Lane and R. E. Bosshard will have charge.

* * *

An agricultural society is being organized by the students of the Fresno High School who are taking work in that department. Dr. Boadhouse of the agricultural college of the State University at Berkeley was present, and made a short talk. The purpose of the society will be to discuss agricultural problems among the students,

and also to have outside speakers present when it is feasible, to lecture on matters of interest in this line. The agricultural department of the High School has been organized for less than a year, but it has proved quite a success and has attracted many pupils.

* * *

The Oakdale Union High School, erected at a cost of $25,000, is beautifully furnished and adequately equipped.

* * *

A recent article in the World's Work—"Talks With a Great Teacher"—by Professor Norton of Yale, recalls afresh the inestimable loss sustained not only by Yale University, but by the country at large in the death of W. G. Summer. "With his death Yale has lost her most distinguished teacher, and America a very great, if not her greatest philosopher, whose specialty was man," says Professor Norton. His writings, of which "Folkways," published by Ginn and Company, was the last, have been favorably compared with those of Darwin. Professor Norton concludes: "Had political conditions been different, Professor Summer might have been Minister to England or a Secretary of the Treasury. In either place his work would have commanded the attention of the nation."

* * *

Miss Ednah Rich and Mr. Brink of Berkeley will be the principal instructors at the Stanislaus County Institute.

* * *

Superintendent Roy Cloud held his County Institute at Redwood City this year. Among the notable speakers were Mrs. M. G. Hyatt, Deputy Superintendent of Schools of the State and Miss Ednah Rich, President of the Santa Barbara State Normal School.

* * *

Superintendent Chaney of Glenn County took his teachers to the Agricultural Farm at Davisville during the week of his Institute.

* * *

Professor Bently of Stanford University has been visiting the various high schools in the San Joaquin Valley. The plan of Stanford University is to have Professor Bently familarize himself with the actual work of the high schools of the State, so that the faculties of the university and of the high schools may co-operate in the educational work.

* * *

Mr. J. H. Mitchell, who has been Pacific Coast Manager for the Educational Publishing Company for a number of years, has accepted a position with The J. K. Gill Company of Portland as manager of their book department. We are sorry to see him go, but we wish him success in his new position. J. H. Beers, who has been with the Educational Publishing Company for some time past, has been appointed as Mr. Mitchell's successor.

The State Board of Education will meet at Sacramento November 18th and 19th.

* * *

Feeling that the establishment of a social settlement would better the morals of many children residing in West Oakland, Principal J. E. Addicott of the Prescott School and a corps of teachers from the west section of Oakland are advocating the carrying out of such a move. Addicott believes that the surrounding influences in West Oakland are not conducive to home life. He is being backed by Superintendent of Schools J. W. McClymonds, who has stated that the moral development of the child is at the present time of as great importance as the cultivation of the intellect. Addicott is receiving support in his project from other sources and it seems probable that he will be able to carry out his plans.

* * *

John B. Stearn of the Fisk Teachers' Agency has been appointed resident agent of the Century Co., Publishers. The company has a fine list of new books for supplementary reading. The new History of the United States by S. E. Forman, and Advanced Civics by the same author, will be of special interest to teachers of California. The offices will be at 2142 Shattuck avenue, Berkeley, Cal.

* * *

A new club is being organized in San Francisco. Already there is a membership of more than sixty. It is called "The Kate Kennedy School Women's Club of San Francisco." Miss Kate Kennedy was a woman of unusual ability, sterling integrity, and great kindness of heart. She won her reputation as the first woman grammar school principal in the San Francisco School Department. Her memory is revered by the teachers of that department and the many graduates of the North Cosmopolitan Grammar School. The Kate Kennedy Decision is the outcome of a suit brought by her because on her return from a leave of absence she was transferred to a school of lower rank. It protects the rights of teachers not only in the City of San Francisco but in the State of California.

* * *

SOUTHERN CALIFORNIA TEACHERS' ASSOCIATION

Superintendents Francis, Graham, Murphy, Hamilton and Keppel have arranged the program for the joint Institutes of Los Angeles County, and its four cities employing more than 70 teachers each. The general meetings of Monday, Tuesday and Wednesday, December 19th, 20th and 21st, will be held in two sections. On Monday afternoon, the combined Institute will enjoy a musical program at Temple Auditorium, on Tuesday afternoon the Institute will divide

A POPULAR CALIFORNIA SONG

"California, Queen of Old Columbia" is the most popular song for California schools yet published. It has been recommended by many of our best musical and literary critics. Price, 10 cents. Address Mrs. Jennie L. Thorp, Healdsburg, Cal., or The Whitaker & Ray Co., 770-776 Mission street, San Francisco.

into 23 big section meetings and on Wednesday afternoon excursions to various points of local interest will be taken.

The S. C. T. A. meeting will begin on Wednesday evening, December 21st, and continue until Saturday noon, December 24th. Saturday will be devoted to a business session of the Association. Pres. John Willis Baer of Occidental College will make the principal address on Wednesday evening. Section meetings will occupy Thursday afternoon, banquets of the various school clubs and organizations will occupy Thursday evening and on Friday afternoon a grand musical program will be the chief event.

San Bernardino, Orange and Los Angeles Counties and possibly Imperial County will unite in the association meetings. Supt. J. M. Greenwood will be the chief speaker from the East.

* * *

PLUMAS COUNTY INSTITUTE

Miss Miranda Ray Arms, County Superintendent of Plumas County, called the Institute to order at nine o'clock a. m. October 18th to continue four days. These were busy days and nights, too, for the evenings were used as well as the days. She had selected as her instructors Dr. J. E. Stubbs, Dr. George Ordakl and Mrs. Ordakl of the University of Nevada, Miss Calthea Vivian of the San Jose State Normal and Job Wood Jr. of the office of Superintendent of Public Instruction.

The program was carefully worked out and had as an introductory the following poem written by Mrs. Mary P. S. Arms, the mother of the superintendent:

A Teacher's Thought for Teachers

Plumas County—home in years that are gone—
I come today with greeting and with song:
In your life I still hold parcel and part;
Th' strength of your mountains I hold in my heart.
I see your valleys, the stretch of your fields,
And the rare panorama each season yields.
I bring you my thought, my message, today:
Let each teacher choose th' "more excellent way."
Let thought be like a banner unfurled—
Teach the children to aid in making the world.
Let this be the first note in my song:
Teach them to be brave, and manly, and strong;
Teach them that courage that knows not a fear;
Teach them the beautiful gospel of cheer.
Make them see that 'mid the stress and the strife,
Every child owes to the world—a life.

The plan was to hold day sessions in the Grammar School (a very beautiful two-room building that reflected much credit on builders, trustees, teachers and pupils), and the evening sessions in the hall. The parents and friends came in such numbers as to call for more room which was found in a nearby church. Every one strove to contribute something to the success of the Institute. The two high schools, Sierra Valley Joint Union, located at Loyalton, Sierra County,

and the Plumas County, located at Greenville, Plumas County, were represented by all the teachers who took an active interest in the work of the Institute.

A fitting close came as Miss Arms arose to adjourn the Institute. Dr. Stubbs asked if he could have a few moments. This being granted he proceeded in a very neat speech to present as a token of the good will and esteem in which Miss Arms was held by teachers and instructors to present a beautiful necklace. The presentation was so well done that every one wished for a copy. But it is a word picture that will last only as a picture. Miss Arms was so interested in his introductory remarks that she failed to realize that she was interested.

Those of us who were present will not soon forget the Feather River Canyon in which the Western Pacific has illustrated the modern construction of railroads by building one on a one per cent grade from Oroville to the top of the Sierra Nevadas. No level road, no down grade from Oroville to the top but a continuous one per cent grade. Nor will we forget the color of those canyons and hillsides dressed in the garb of autumn leaves, and the beautiful surroundings of Quincy and the town itself.

* * *

MODOC COUNTY INSTITUTE

Superintendent Eva W. Spargur of Modoc County called her Institute at Alturas for October 17th, 18th and 19th. Alturas is a live little town 110 miles due east of Mt. Shasta, whose snow crowned summit keeps eternal watch over the valley of the Pit River. Alturas lies along the south fork of Pit River on a plateau whose elevation is about 4,600 feet. The N. C. & O. Ry. connects Modoc County with two transcontinental railways, joining the Western Pacific at Doyle and the Southern Pacific at Reno. The distance from Reno to Alturas is 184 miles, and the schedule time is 13 hours and 10 minutes, but the running time is much more. Alturas is the shipping center for a vast territory in Northeastern California and Southeastern Oregon. This is a land of magnificent distances and the people think nothing of traveling 15 to 25 miles on horseback or by stage. Fifty-five bright, well groomed and happy looking teachers make up the teaching force of Modoc County.

On Monday the Institute was conducted by home talent and considered Civics, Spelling, Geography, School-room Sanitation and the County Library. On Monday evening a reception was given to the teachers at the High School auditorium. On Tuesday and Wednesday the Institute conductors were E. Morris Cox and Mark Keppel.

On Wednesday afternoon the teachers presented Miss Spargur with an elegant collection of cut glass. Responding to the presentation speech Superintendent Spargur spoke feelingly and appreciately of her work with the teachers of Modoc County, and of their gift to her. When asked if she were a candidate for re-election, she replied: "No, I have other plans."

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Little Talks by the Way

By EDWARD HYATT

(Under this head Superintendent Hyatt will try to give some account of what he sees and hears and thinks in traveling about officially among the schools of California. It will be somewhat hasty and ill-digested, being jottings on the road. It will deal with personal experiences, and so may look egotistic. It will be subject to frequent change of opinion, and will seem inconsistent. It is done as a free and easy means of communication between the school people of the State and the central school office. If it provokes retort or comment, that will be printed, too, provided that it be brief and interesting.)

Elections Are Over

Primaries and elections are over. Wars and rumors of war have ceased, for four years to come. For mine own good fortune, so much better than deserved, I owe deep gratitude to you who read this. In the Primary, my friends, you worked a miracle in my behalf. How shall I thank you? It is a miracle to completely reverse the entire vote of a great State; and that is practically what happened. I see no reasonable cause but the kind words of the school people. Wherefore, this, my heartfelt acknowledgment; and my pledge to do my level best in your future service.

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* *

A Little Tribute

James N. Gillett is the Governor of California. Before a month rolls by he will be a private citizen, a lawyer, opening an office at San Francisco. Since I am not rich enough nor

quarrelsome enough to need lawyers, it is probable that he will never have occasion to do me either good or ill in his future life. He needs no good words from me and I have no selfish reason for giving them. But still I feel moved to say to my friends that he is one of the Biggest Men I have ever come in contact with. He will always remain a heroic figure to my mind, whatever others may say. His absolute indifference to criticism; his fierce courage and sheer force in a fight; his promptness to stand up every time for the rights of childhood and the honor of woman; his blunt vigor in expressing his mind to friend or foe alike; his tough fiber, his powerful grasp, his clear brain, his grim determination, his loyal heart, his fighting blood; all these go to make him one of the greatest figures of our State, a man to tie to and depend upon in time of stress or trouble. Long life to him and kind friends and congenial work, wherever he may be!

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* *

A Side Light

The Governor was raised in a rough school and has lived a life among hard, practical men. Hard drinking and furious smoking were as common as eating and breathing. The lumber camps and the hardfisted towns of the north coast were his nursery. Yet many a time and oft have I seen him wave away the fine cigars and steadily refuse all the rich wines at gay banquets and public functions—**because he thought the boys ought not to have the example of the Governor of their State to lead them into these things!**

Now, I don't want to be personal; but it does seem to me if the Governor of the State can refrain from booze and tobacco for the sake the boys without loss of dignity or prestige that we school masters have a mighty unpleasant responsibility on our souls when we don't do the same. Maybe I'm wrong, but it looks that way now.

*
* *

Sad as Well as Joyful

There are sad as well as joyful things in a change of administrations. An old man came in my office yesterday, one who for many years has been an under-employe about the State house. He sat down heavily, with drooping figure. "Well, I'm **out,**" he said. "I'm getting to be an old man. I'm not as active as I used to be. I don't know which way to

turn or what to do. I've been an awful good old man, Mr. Hyatt, but now I'm out. I've been a good old man and done my work well for twelve years in this building, and now I have nothing to do. I'll go to San Francisco to look for work. If you can help me find a place, I need it."

*
* *

Election of Superintendents

There are 58 county superintendents. The late elections resulted in 20 changes in the list. Only 7 of them, however, were defeated at the polls. Many of the changes were voluntary on the part of the incumbent, 9 of them, to be definite. Four were defeated at the Primary. Those who stepped out voluntarily were Lillie Laughenour of Colusa, C. J. Walker of Tulare, Estella Bagnelle of Madera, Mrs. Laduron of Del Norte, J. F. McKnight of Trinity, Eva Spargur of Modoc, E. T. Manwell of Yuba and C. N. Shane of Placer. No less than 14 of the superintendents were elected without opposition, a very encouraging and creditable fact. Twenty-one of the superintendents are women, a loss of two.

This showing will be scanned closely by those who hold that the people should not be allowed to chose their superintendents directly, but should have them appointed instead. It is true that the State will lose some timber that it can ill afford to spare; but probably no more than it would under an appointive system. The more I observe the workings of appointive boards the more dangerous it looks to substitute them for the direct voice of the people. They develop into self-perpetuating machines, existing chiefly for the benefit of the appointees and well-nigh impossible for the people to reach under any outrages or abuses.

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* *

Women Have Got Us

The Northern California Teachers' Association was held at Redding during the week beginning November 12th. It was a fine, enthusiastic meeting, solid, attentive and in earnest. Redding did itself proud as a host. Everything went merry as a wedding bell.

But when it came to electing officers, the mere men critters were conspicuous by their absence. They were more honored in the breach than in the observance. For president was elected Miss Lulu White of Shasta County, an entirely proper

selection, for she was the mainspring of the Redding meeting. She hovered on the outskirts of the audience, ever alert to say a gracious word to the late comers, to find seats for the strangers, to steer the speakers and musicians to the right places, to make everything **go.** For vice-president Mrs. Minnie Abrams, the forcible, active and good-humored superintendent of Butte County was selected. For secretary Miss Delia Fish of Red Bluff was the successful candidate. Miss Fish has just been re-elected Superintendent of Tehama County, where she is so generally popular that no candidate was put up against her. For treasurer of the Association J. D. Sweeney was the unanimous choice. Sweeney is the Educational Warhorse of Northern California, and though he is out of the school business now he never fails to sniff the battle from afar and appear on the scene when the guns begin to explode.

The four counties of Shasta, Tehama, Butte and Colusa joined to make this Association, and since every one of them has a woman superintendent, it seems eminently appropriate for women to be the officers next time. No wry faces, now boys.

* * *

New Occupation

At Redding I met Wyatt W. Jones, a young school master who isn't a teacher any more. He has had an agricultural and botanical education and is now working for the Mammoth Copper Company, the corporation that is running the great mines and smelters at Kennett, a few miles above the county seat. His occupation is somewhat new and queer.

You must know that these Shasta County copper ores are largely sulphides, composed of copper combined with sulphur. When they are smelted, the sulphur burns out as it does on a sulphur match and passes off into the air, many tons of it every day. Now a ton of sulphur can make a monstrous bad smell. I don't know whether it reaches to Heaven or not, but it certainly spreads over a lot of Shasta County earth. It is very distinct at Redding—miles away, and it damages the orchards at Anderson, twelve miles further down the valley. The verdant slopes of the mountains for miles around the smelters are turned into desolate wastes. The sulphur fumes destroy every green thing, oaks, pines, manzanita, trees, shrubs and plants. The copper companies have many damage suits on their hands, from ranchers whose orchards and crops

have been destroyed. Some of them of course are unfair attempts to cinch the corporation.

Now it is the business of Professor Jones, an expert in plant life and agricultural practice, to study all the surrounding region, to find the amount of damage done, to arrange for recompensating losses, to give testimony in law suits. He might be called the Sulphur Sharp.

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Great Week for Institutes

Probably more county institutes are held during Thanksgiving week than any other one during the year. This time it was Stanislaus, Sacramento, Santa Barbara, Yolo, Kern, Riverside and others that I wot not of. I went to Yolo and Sacramento counties myself, both rich agricultural districts in the heart of the level plain that is called the Sacramento Valley. Transportation is easy and universal. People are prosperous, salaries good, crops never fail. Wheat, alfalfa and deciduous fruits are staples on the uplands, and celery, onions, asparagus and potatoes on the diked land along the river. Perhaps you would not think it, but fish is one of the important exports of these counties. Salmon, Striped Bass and Catfish are the chief kinds. Sacramento Salmon, both fresh and smoked, are shipped all over the country. They are caught by gill-nets—long nets stretched across the current for the noble fish to run his head into as he goes up stream to his spawning grounds. He tangles his gills in the meshes of the net and then can't back out. The Striped Bass is a splendid fish and very beautiful to look at; silver-white with jet-black stripes running lengthwise. Sometimes it weighs twenty pounds or more, so big that the tail drags on the ground when carried over one's shoulder. It is caught in nets and also by hook and line, with clams for bait. Catfish are more plentiful and much cheaper than any other, selling for ten cents a pound, skinned and with the heads off. They are caught in long, conical nets stretched around hoops and set on the muddy banks. It is quite a sight to see the men skin Catfish, almost as fast as you can count. They slap a fish down on a sharp spike set in the bench, the spike going into his head and holding him solid; seize the edge of the skin with a pair of wire-nippers at the gills; and with one swift motion strip the whole thing off, inside out, like the finger of a glove; then another motion cuts off the head and

drops the body in a basket. They are shipped in vast quantities to the interior, not only in California but Nevada, Utah and Arizona as well.

But I digress. This fish story has nothing to do with the teachers' institute.

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Yolo County

To go to Yolo County from Sacramento is easy. One has only to walk across the bridge over the Sacramento River and he is there. Queer name, Yolo, isn't it? Reminds me of the seaman's "Yo, heave ho"; or that fierce song in Treasure Island, "Yo! ho! ho! and a bottle of rum!" The Institute was held at Woodland, which like Sheridan, is twenty miles away. 'Tis one of the prettiest towns of the State, along with Auburn, Placer County. It has universal white houses, clean, well paved streets, handsome business places. An air of prosperity pervades it. The people seem well-fed, contented and hospitable. Automobiles are legion. The reason lies in the richness of the soil. Every inch of the whole region seems productive. Away back in the gold days of 1850 this was considered the best agricultural spot on the Pacific Coast.

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Good Meeting Place

The meeting place for the teachers was the Native Sons Hall, a homelike, cozy and delightful rendezvous. The floor was carpeted, the chairs comfortable and the room of just the right size. The walls were decorated by something less than a thousand large and handsome flags. There were roomy ante-rooms where the book men's tables were away from the main hall—a consummation devoutly to be wished. The only flaw that could be detected in the whole setting was in the poor ventilation—but that is universal in public halls. People who go to meetings should always leave their lungs at home. Yes, this is a barbarous condition, but I see no hope for improvement till all the folks who plan and build meeting places die of consumption, together with all their next of kin.

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Some Yolo People

The County Superintendent is Miss May Dexter, the favorite of everybody, kindly, gentle, gracious, conscientious.

She richly deserves her place and easily takes rank as one of the most efficient, active and successful superintendents of the State.

Mrs. L. D. Lawhead is the teacher of Science at the high school; moreover, she is a stem winder. She has enough energy and enterprise for a dozen. She is a leader of the town. She prepared the principal of the high school for college and trained many of the teachers of the county. She goes to school in her automobile. Last summer she spent in Europe and came back loaded with material for her classes. She knows everything and is prompt, fearless, plain spoken. She is a ready public speaker, and is one of the most remarkable women of California.

Wm. M. Hyman is the principal of the high school. He is a Woodland product, raised without irrigation. He is solid, square, goodnatured; he graduated as a civil engineer fifteen years ago and began teaching "just for one year"; he is a fine instructor and a gracious fellow to meet; and his wife wears a beautiful green gown.

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Post Script to Above

It makes me very sad to be obliged to qualify the kind words in the above paragraph concerning Miss May Dexter of Yolo County.

The fact is, she is a gay deceiver. She welcomed me and took me around the Institute with an innocent face and an air of perfect confidence and trust, day after day. She led me in every way to believe that I possessed her inmost secrets.

Yet, mark this. Immediately upon the closing of that selfsame Institute, she went to San Francisco and was married to a Woodland editor named Henshall! **Married,** mind you! And I pledge you my word that she never even so much as **mentioned** it to me. My faith is shattered. I am a sadder and a wiser man. Frailty, thy name is woman. I serve notice upon all other woman superintendents that this shock has made a different being of me, and that I shall never be so simple and trustful again. Never again.

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Yuba County

Supt. E. T. Manwell called his Institute for November 13th, 14th and 15th, at Marysville, the county seat. Marys-

ville has just finished some splendid new school buildings that are an honor to the town. The Institute was held in the elegant Assembly room of the new high school, welcomed by principal J. C. Ray and his teachers. The chief instructors were Professor D. R. Wood of the San Jose Normal School, S. W. Shaffer of Berkeley, and Job Wood of Sacramento. Judge McDaniel of the Superior Court gave an address.

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Merced Institute

Mrs. Belle Gribi called her annual Institute for the last week of October, at Merced, the county seat. The country here is level as a floor, extending in all directions as far as the eye can see. The soil is deep, rich and productive and water is plentiful. The county round about has been settled up by colonies, transported bodily from other places. For instance there is a Swedish Colony, prosperous and populous. They have a Swedish church, full of people. Already there are such names as Sorenson, Lundstrom, Backlund and Lundgren among the teachers. Then there is a Portuguese Colony, known around about as "the Sweet Potato Colony" from its staple product. A Dutch Colony settled some years ago on a tract of land so underlain by "hard pan" that the people did not prosper. A good many of them were noblemen. The whole colony has now scattered to the four winds, however.

For outside inspiration for her Institute Mrs. Gribi called in Mrs. Mary Roberts Coolidge and Supt. Frank Bunker of Berkeley, Superintendent Lindsay of Fresno, Professor Bentley of Stanford and Miss Anne Nicholson of San Jose. It was a vigorous, energetic and well conducted meeting.

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Didn't Have to Travel

It was not hard to reach Mrs. Minnie O'Neill's Institute in Sacramento County; just went down the elevator and walked a few blocks to the high school, that's all. This high school cost $300,000 and when it was built, only three years ago, the knockers said it was too big, would never be needed, etc.; but now it is full to overflowing and people are moving for an additional one of polytechnic leanings. This seems to be the universal experience of large and splendid schools—they some how stimulate the desire for education and all the facil-

ities they offer are at once accepted. They fill right up from somewhere, and more is soon demanded.

The Sacramento teachers are a peculiarly hearty, loyal, kindly and appreciative people. They are jolly and good-hearted and institute speakers like to talk to them. This year it was Dr. Boone, Allison Ware, Dr. Snow, George L. Sackett, Mrs. Gertrude Parsons, Miss Effie McFadden, Supt. J. H. Francis, and Monsignor Capel. Both forenoon and afternoon each day opened with a general lecture and then the Institute broke into sections. The sections were five in number and the teachers chose for themselves each time which they would attend.

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Two Best Things

"Comparisons are odorous," I know; yet I am free to say that the two best things I have heard at institutes this year were the lectures of Richard G. Boone of Berkeley and Lee Emerson Bassett of Stanford. Those two, to my notion, would make of any institute a most helpful, valuable and broadening experience for all the teachers of the county. No one would do fancy work in the back of the room and the high school teachers would not look ill.

Dr. Boone gives sound educational doctrine, clothed in language so rich, so ready, so accurate, that it is a joy to hear. A few of his talks give one a better and wider view of the aims and ideals of modern education up to date than anything else I know.

Bassett is very different, a foil and a contrast, a complete change. He is an **Interpreter** of literature, by voice, intonation, manner, even appearance; but an interpreter of scholarship, delicacy and feeling. He is to the local elocutionist as a trained and skillful surgeon is to a cross roads horse-doctor. He talks about the teaching of reading to the upper classes and he renders classic pieces of literature. At Woodland he gave one evening of Hamlet and one of Idylls of the King—commanding rapt attention to every syllable, sending every one home with new feelings, new knowledge, a new conception of what Literature really is.

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Illustrate the Point

These two examples illustrate my point; that there are within our reach people who can make our institutes rich,

helpful and broadening to the teaching body, who can send our teachers back to their distant schools refreshed and better people than they were before. And this is the genius of our California county institute. It is to refresh and inspire the teachers and bring them up together on the firing line at least once a year.

The responsibility of making the Institute perform its proper function is laid upon the County Superintendent of Schools. The two examples above are not all of the kind. There are many others.

But it is not easy to find them and choose them and get them. It is vastly easier to accept what comes along, asking the job. It is desperately hard to escape the local people and the friends of the local people. It is difficult to refuse the jolly good fellow you met at convention or somewhere else, and who either wants to talk himself or has a friend who talks. One feels like giving his old teacher at normal or college some recognition. Organizations, societies, faddists and cults are lying in wait to run in things on the teachers' institute. It is the fair prey of everyone who wants to reform the world.

Thus it is that we see crowded institutes, weak, vapid, confused, unorganized institutes, loud mouthed, empty, oratorical institutes, institutes that are a weariness to the flesh and that send the teachers home disgusted, disheartened and mad all through.

'Tis a difficult and vexatious and some times thankless task for the superintendent; but it is part of the job and he can't avoid the responsibility.

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Small and Rich

The Sutter County Institute was convened at Yuba City by Superintendent L. L. Freeman during the week of November 1. Miss Alma Patterson of Berkeley gave a series of talks on primary reading. George L. Sackett of Sacramento spoke on patriotic and educational topics. Job Wood of Sacramento gave some practical school talks. Allison Ware of Chico spoke on civic responsibility and on literature.

Sutter is one of the smallest and richest counties in the State. The famous "Marysville Buttes" are located within its borders—land marks for all the country round about ever since there was a country here. They are picturesque peaks rising from the floor of the mid-valley, surrounded on all

sides by the level land. They take on rich colorings of purple and lilac and lavendar and old gold with varying distances in the sunset lights. Sutter City is a thriving town with a good high school, located at the base of the Buttes.

The Sutter Institute had a sad ending in the sickness and death of Miss Myra F. Dean, one of the teachers of the Live Oak School. While away from home and at the Institute she was ptomaine poisoned, supposedly from eating some canned peas, and died a few days later.

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Monterey County

The County Institute for Monterey came together at Salinas, the county seat, for the week beginning October 17th. Five days were given to the session. Superintendent Duncan Stirling presided in his usual witty and forcible style, and he had drawn to his assistance a goodly list of helpers, among them Dr. Boone, Professor Bassett, M. E. Dailey, Edna A. Rich, C. N. Shane and Edna Orr James. The sessions were held in the high school auditorium. Superintendent Kilkenny, C. F. Rubell and J. McIntosh acted as vice-presidents. The Merchants' Association gave a reception Monday evening; there was an excursion to the sugar factory Thursday afternoon; and a grand ball Thursday evening.

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Send for a Copy

G. M. Homans is the State Forester of California. He has just issued his biennial report, a handsome illustrated volume dealing with the trees and forests of our own State. It is printed for free distribution. Teachers ought to have it and it ought to be in school libraries. Send to Mr. Homans at the Capitol Building in Sacramento if you want a copy bad enough to go to that exertion.

"Take what is, trust what may be,"
That's life's true lesson, eh?

—Browning.

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He who has a thousand friends has not a friend to spare,
And he who has an enemy will meet him everywhere.

—Emerson.

State Board of Health

PARCHED VERSUS HUMID AIR IN SCHOOL ROOMS

By Herbert Coolidge

Without being a cartoonist one could make a pen picture of an upper millstone bearing the inscription I WANT MY CHILD TO HAVE FRESH AIR, a nether millstone inscribed I WANT MY CHILD TO BE WARM; and in the grind between the teachers of schools, many perplexed, a few resigned, but a goodly number, with the far-sighted industry of their craft, pouring solvents on the nether millstone out of the vials of Commonsense and Public Enlightenment.

The educators thus depicted as working for the millennium in hygiene when every school, yes, and every home, will have "fresh, uncooked air in constant supply," are encountering all sorts of obstacles. There is, in many instances, that costly furnace heating system—a method of turning humid air into parched air and piping it into the different rooms. Air parching plants of this description are responsible for a good deal of that "shivery feeling" which causes the familiar parental demand: "I want my child to be warm." Children supplied with air which does not contain a natural amount of humidity are apt to be sensitive to cold because their circulations have become poor; also they are apt to make a fuss over a slight chilliness which a person in rugged health would scorn to notice.

How often one hears the remark: "But you don't feel the dry heat." This statement holds as true to conditions in school rooms as it does to California climate. A Chicago public school principal comments on this in a recent magazine article in which he tells how he supplemented his air-parching plant by connecting steam pipes with the boiler, so that the air may be given the 50 per cent of humidity required by the text books. The pupils in his rooms are comfortable, he says, in a temperature of 63 degrees. If you don't believe it, he continues, in effect, think how it is in the summer. When the thermometer registers 63 degrees you sit in the shade in your shirt sleeves and feel comfortable. Other writers state that the temperature need be no higher than 65 degrees if the humidity is kept at about 50 per cent.

Practical teachers in the rural schools who heat their rooms with stoves have long applied the principle of rendering the air sufficiently humid by the addition of steam. With many of them the rule "keep steaming water on the stove" is religiously observed. The teachers who are fortunate enough to be provided with the old fashioned, iron box stoves find this a matter easily accomplished. The flat top of a box stove makes a convenient resting place for a water heating vessel. Moreover the vessel can be left undisturbed while the fuel is being replenished, as there is a door opening from the front.

But complications arise with the use of the sheet iron air-tight stove. This, like many of the ambitious arrangements for heating large schools, is an air-parching plant with no means for the restoration of humidity made easily possible. The trouble with the air-tight stove, especially the small or medium sized ones, is that most of the surface on top is monopolized by the fuel-hole so that no room is left to set a water-heating vessel of any size. It is possible to get around this difficulty, however, by substituting a flat piece of sheet iron for the fuel-hole cover. A link made by running a loop of wire through a nail-hole will serve as a hold for a poker. But better results with less inconvenience can be obtained by getting a water vessel so shaped that it will cover the fuel-hole by setting down into it. It will be a nuisance to move a vessel of hot water every time the stove needs replenishing, but, as one educator puts it, even this is a great deal less trouble than "moving heaven and earth to impress an idea on consciousnesses benumber from long association with bad air."

Authorities on school ventilation assure us that humidity in air dampens that nimble and lightsome enemy of indoor workers—dust. In an air-parched room the particles of all kinds are brittle and, like the sparks, prone to fly upward. Erase the boards and there is chalk in the air for an hour. This consideration prepares us for the physician's statement that parched air is conducive to throat, nose and lung troubles. The parched air flows unceasingly over the inner linings of these organs, and the mucous tissues are chronically overworked in efforts to retain normal moisture conditions. When we consider that in addition to this these mucous linings have to dispose of abnormal quantities of fine floating particles we wonder at the adaptibility of the human organism which enables it, in so many cases, to ward off serious complications of the respiratory organs.

State Board of Education

By CLARENCE PIXLEY

SECONDARY COMMERCIAL EDUCATION

At the last meeting of the State Board of Education, held November 18th and 19th, a report on Secondary Commercial Education was submitted by Dr. N. B. Matre, Head of the Commercial Department of the San Jose High School. The report was disposed of by the Board as indicated in the following resolution:

"The State Board of Education, having carefully considered the Report upon Secondary Commercial Education in California, by Dr. N. B. Van Matre, instructs the secretary to have the Recommendations printed in the official journal of education and commended to the attention of the school people and the Legislature of the State."

The recommendations made by Dr. Van Matre, after presenting his subject in a most comprehensive manner, are as follows:

I. That a Commissioner of Commercial Education be appointed for such time as will enable him to visit all the high schools of the State. To consult, advise and discuss with the principals, trustees and commercial teachers concerning the courses, subjects and requirements for graduation and at the same time gather and compile complete statistics concerning the conditions in each school.

II. That a department be established in connection with the State University for the training of commercial teachers, or rather the establishment of a school where thorough instruction can be secured in the subjects necessary for this line of work.

III. That the standard for commercial certification be raised. That one year after the establishment of a State commercial training school, the requirements for special commercial certification be a high school education, two years of Normal, College or University work and a diploma from the State commercial training school or its equivalent. That the above requirements be exacted for the succeeding five years after which time no special commercial certificates be issued. All those then desiring to do commercial teaching should be required to show an equivalent amount of time spent on their general education and specialty to that required of the regularly certificated high school teacher. Then they should be

granted a regular high school certificate. All high school certificates should be stamped with the majors and minors of the holders, and the individual should be held as nearly as possible to these lines of teaching, thereby insuring greater teaching efficiency. No teacher should be permitted to teach subjects other than their majors or minors without the written consent of the county board of education in the county where they are teaching.

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THE SCHOOL CENSUS

By Mark Keppel

If there are any reasons for continuing to take the school census may we not know what the reasons are?

The census costs from $50,000 to $60,000 each year and serves no educational purpose that cannot be met in other ways with equal efficiency and without expense. The saving of $50,000 a year is an item of great importance to a department whose needs constantly and insistently exceed its income.

The average daily attendance can be substituted in every case but one for school purposes, and that one case is in forming new districts. In that case a local census would answer better than the school census because it would deal with facts at the time these are needed and would therefor be more likely to give exact conditions than can a census taken in April.

The present bases of appropriation need only to be changed to terms of average daily attendance and the present basis of taxation needs only to be changed in like manner.

Instead of $7.00 per census child for taxation purposes let the amount be a certain sum per unit of average daily attendance. This amount can readily be determined by comparing the ratio existing between average daily attendance and the school census and using an amount that will yield the same or a larger proportionate amount of income from State and county school taxes.

For purposes of apportionment give each district having 35 or a fewer number of units of average daily attendance the same allowance as is now given for 70 or a less number of census children, and treat each unit from 35 to 55 as we now treat census children from 70 to 90; and distribute the remainder of the funds as now on average daily attendance.

Why not stop the waste of $50,000 or more each year and use it for the good of the children?

PUBLIC INTERESTS KEEPING STEP WITH GROWTH OF STATE SCHOOLS

Normal Growth in School Districts

The State's growth in population and the settlement of many new sections has brought about in the last year an increase in the number of school districts from 3,234 to 3,250. While the fear is sometimes entertained that the liberality of California in providing school facilities might lead to an over-multiplication of school districts, thus encouraging the organization of weak districts, the fact that there has been a net increase of but 16 districts shows that there is no great danger in this direction.

Many Splendid Schools Built

While 52 new buildings have been added to the school equipment of the State in various districts, bringing the total number of structures, wood, brick, stone, and concrete, up to 3,897, the size and value of the school houses have been greatly increased. Better architectural ideas are permeating the State and large and splendid buildings, with commodious grounds, are becoming common. Many of these are being built in the Mission style, so uniquely Californian, as well as conducive to the carrying out of the modern idea that children must have air, and light, and sunshine inside as well as outside of the school room.

Ten Acres Now for School Grounds

The suggestion that ten-acre sites should be set aside for school grounds, emphasized in the "Manual of School Architecture and Improvement in California," prepared at the request of the county superintendents for the use of school trustees in drawing plans for buildings, has been carried out in many places throughout the State. The number of brick and concrete buildings is increasing, and as the timber supply diminishes the future will see more and more buildings constructed of this stable material.

Women Teachers on Increase

The proportion of men to women in the teaching force of the elementary schools is apparently decreasing. The de-

crease in the ratio last year amounted to 1-10 of 1 per cent. The number of men in the elementary schools of the State last year was less than 10 per cent of the total number of teachers. That is, on the basis of enrollment, there was one man to 350 boys and girls, while the ratio of women teachers to pupils was one to every 37 children.

The proportion of male to female teachers is a subject that has been discussed quite vehemently by educational writers and speakers for a number of years. Many school officers make strenuous efforts to obtain male teachers, though not always with the best results. It is not only a male teacher that is needed, but a live, redblooded man. A good woman teacher is better than a weak or inefficient man. More men in the profession is greatly to be desired, but the question seems to be an economic one, that cannot be affected by agitation or legislation.

Teachers Keep Pace with Enrollment

Keeping pace with the increase in the number of pupils, the teaching force has also advanced so that California maintained during last year an average of one teacher to every 34 children. The number of teachers increased from 9,078 to 9,450, a gain of 372. The number of men increased from 901 to 920, a gain of 19, but the number of women increased from 8,177 to 8,530, an increase of 453.

Average Salary Slowly Growing

More than a half-million increase in teachers' salaries was made in the last year, the increase amounting to $527,635, while the total paid was $7,927,081. The distribution of this increase made a rise of $56.79 in the average salary paid per year to men, and of $25.95 in the average yearly salary of the women.

The average salary paid male teachers is still under the $1000 per year mark, being $927.08. The average salary paid women per year in the schools is $697.96.

High Standard of Certification

The tendency is to raise rather than lower the standard of certification of teachers in California, and is calculated to put in the schoolroom efficient and well prepared instructors. The number of certificates issued increased from 2,131 to 2,601, in which the predominant showing is made by women.

Institutes cost $15,746 during the year, of which the largest

share by far was paid to special instructors. They were attended by 9,152 of the 9,450 elementary school teachers.

The number of books in school libraries is rapidly increasing, now being 2,049,629. The books in the teachers' libraries of the offices of the county superintendent number 51,835.

Number of Children per Family Decreases

One of the most remarkable points brought out by the last school census is that the number of children per family is decreasing. The census showed an increase of 4,178 in the number of families with children under 17 years of age, the total being 289,465, but the ratio of children per family decreased from 2.21 to 1:59.

The census shows that the total number of children in the State under 17 years of age has increased to 634,963. But the number of census children, that is, between the ages of 5 and 17, decreased from 469,472 to 460,238. The decrease is accounted for in large part by the more strict and more accurate method of taking the census, which required the parent or person giving the data to swear to the statements.

Japanese and Chinese Increasing

The number of Asiatic children—Chinese and Japanese—is gaining, and rose from 3,738 to 4,048 children on the census rolls. The number of Indian census children is 3,289; of Negro children, 2,714; and of white children, 450,187.

The number of foreign born children in California under 17 years of age is less than 3 per cent of the total. Deaf children numbered 501, children not vaccinated number 211,167 and children under 17 years of age who work for wages in California number 15,739.

Of the 460,238 census children, 343,642 were enrolled in the public schools, 32,802 were in private schools, and 83,794 were in no school. The large number of children classified under the "no school" heading includes children between the ages of five and six, who though rated as census children, can not by law be permitted to attend school until they are six years of age. The number of children under five years is 174,725.

Enrollment Mounts 10,139 in Year

While the school census is an important matter because every child on the school census is worth $7 from the State school fund to the district, the enrollment is a vital point, as

regards the school's sphere of influence, for it registers the number of boys and girls that come within gunshot of the educational plant. There was an increase of 10,139 children in the enrollment last year, mounting from 312,222 to 322,361.

Girls Lead Boys in Upper Grades

Although the number of boys, 168,803, outnumbered that of the girls, 153,558, a detailed statement of the enrollment by grades shows that while the boys outnumber the girls in the lower grades the difference gradually diminishes until at a certain point the girls outnumber the boys.

Thus in the first grade last year there were 5,635 more boys than girls; in the sixth grade there were only 296 more boys than girls. In the seventh the number of girls outnumbered that of the boys by 184, and in the eighth grade the lead of the girls was increased to 1,162.

Practical Subjects and Methods Remedy

A gradual decrease in the number of pupils from the first grade to the eighth is also shown as follows: First grade, 67,859; second grade, 41,107; third grade, 41,023; fourth grade, 39,582; fifth grade, 37,796; sixth grade, 33,982; seventh grade, 29,998; eighth grade, 26,618.

The conditions which produce this decrease, and the dropping out of pupils in the upper grades are general to all schools in all states, and are most marked in the large cities where the necessities of life compel children to work. They demand the best attention of the school people, and are to be remedied in part by the introduction of practical subjects and practical methods of teaching which will hold the boys, particularly, in school, until they have a fair education at least.

The number of graduates from the elementary schools last year was 17,632, a notable increase of 1,519, and was made up of 8,103 boys and 9,529 girls.

Daily Attendance Shows Efficiency

Representing the average number of pupils in school each day of the school year, the average daily attendance of 252,-321 shows in a large degree the efficiency of the schools. This is an increase of 7,680 over the preceding year. The average daily attendance is very important to the school district from the financial standpoint, as the apportionment of school funds is made semiannually in part on this basis.

That the State is giving more schooling each year to its pupils is shown by the fact that the schools were open last year on an average of 173 days, one more than the year previous. There were very few districts that maintained school less than 120 days. Nearly 3,000 districts maintained school from 160 to 200 days or more.

California Liberal to its Schools

California's liberality and interest in her common schools is demonstrated by the financial statement which shows receipts from apportionments, taxes, and bonds of $17,275,821 during the year, of which $13,674,214 was expended for the maintenance of schools.

Of the total expenditures, $7,927,081 was paid for salaries, $2,254,071 for contingent expenses and supplies, $3,365,907 for sites, buildings, and furniture, and $127,154 for books and school apparatus.

The total valuation of the property of the elementary schools at the close of the year 1909-1910 was $34,714,167.

The average rate of tax for the elementary schools was .2413 as compared with .254 for the previous year.

Costs 19 cents per Day per Child

While the expenditures for school purposes may seem large, they are really very small when compared to the great sums the State is compelled to expend for its criminal classes. It cost the State last year an average of $31.98 per pupil. On the basis of 173 average number days school was maintained, this was less than 19 cents per day per child. Thus an average smoker could maintain a child in school for less than he spends on cigars. It is less than the cost of two cocktails per day.

The expense of maintaining jails, penitentiaries, courts, far outweighs the cost of education. The State can very well afford to spend a large sum on the education of a boy if it will tend to make him a law abiding citizen.

Two Cities Add Kindergartens

The kindergarten idea continues to maintain its hold in the school system, the number of cities maintaining kindergartens having increased from 14 to 16. In these schools are employed 208 teachers, all women, with an enrollment of 3,418 boys and 4,497 girls, a total of 6,915. The average daily attendance for the year ending June 30, 1910, was 3,530. The

increases are: Teachers, 33; enrollment, 1,157; attendance, 369.

The average salary paid kindergarten teachers per year has increased from $735.32 to $768.28. The expenditure for the maintenance of kindergartens for the year 1909-1910 was $165,336, representing a cost per year for each pupil enrolled of $22.80.—From Biennial Report of Superintendent Edward Hyatt.

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THE COLLEGE MALADY

By Walter J. Kenyon

The recent series of articles in the San Francisco Call, by Mr. W. Russell Cole, will attract the attention of two classes of readers. A solicitude will be rekindled in those directly interested in Stanford affairs. And the discussion will contribute to the quickening of the public mind in general toward the contemporary question of college regimen.

So far as the immediate issue is concerned, Mr. Cole adds to the gaiety of nations by first advertising Stanford's need of a doctor and then hastily appropriating the desirable berth himself, without waiting for even the first batch of competitive applications to come in. And this would not be so bad if he exhibited even a mild prejudice in favor of the eclectic school of medicine.

In his second article (S. F. Call, November 30th), he frankly adverts to the fact that the original **casus belli** at Stanford arose out of "students" turning up on the campus in familiar company with John Barleycorn. And thereafter, in that article, his presentation grows vague, and utterly fails to convince the reader that the present issue seriously differs. Tacitly Mr. Cole concedes the Faculty's right to object, provided that objection is registered in a sufficiently grandmotherly and ineffective way. But to exile Dr. Jordan's classic "fifty-cent boy" from the Quad merely for drunkenness, rowdyism, and a general disaffection toward study figures in Mr. Cole's conception as a most heinous act of despotism.

The bare fact that such a point of view can be taken, honestly and seriously, by a twentieth century adult, revives the ever apt question, "Where are we at!" And this query is apropos no more of the Stanford situation than of the campus ethics in any other of our larger colleges.

There will be some readers of Mr. Cole's flight into

therapeutics who are yet possessed of the obsolete idea that a college is a place to acquire culture. It is within the memory of man that the one-time university had not yet been bedeviled by the spoon-stealing frat and the chin-tilted sorority. There were just two members of the educational compact: a qualified teacher and an eager student. This archaic but in some respects desirable scheme was finely characterized by Garfield when he said that Mark Hopkins on one end of a log and himself on the other furnished the conditions for a liberal education. Today Mark Hopkins very often is still to be found on his end of the log. But in an alarming number of cases the young person on the other end appears to be the fifty-cent boy; while between the two, quite intercepting their mutual gaze, there swarm a pestiferous string of raucous ribald roysterers that invite the very gods to gaze down in mystified speculation upon our vaunted "higher education."

True for you, Brother Cole, "Stanford needs a doctor." But only in the sense that every over-endowed school the world around needs the same surgeon. When the right physician enters consultation he will direct that Stanford's thirty millions shall be apportioned out into at least thirty endowments, for as many separate institutions. Then we shall glimpse again those halcyon days when a college president knew his boys by their first names, instead of, as now, recognizing them only by their college colors.

In Mr. Cole's second article one sentiment rings reasonable and true. In that he deplores the Stanford President's conspicuous absences from the campus. But here again we have in hand, not a local, but a general, issue. Our regrettable modern conception of a college president is of one who fares forth in the function of husbandman, provider or promoter, on an august scale, leaving to the housewifely aptitudes of his associates the delicate ethical functions of the college hearthstone. This is quite in line with our other twentieth century creations, of "greater" cities, of billion dollar trusts and of fifty-story buildings. In some wise or other each of these developments works amiss, and we must reap as we sow. We talk of the simple life and a return to moderate standards with just about the same sincerity and purpose which actuates the nations in their talk of disarmament.

There are indeed not one, but three separate and related college maladies. The first, and largely causative, resulting out of the over-largeness of the institution, and its increasingly complex organization, is this estrangement of the President out of a "Good morning, John" degree of understanding with

the individual student. In natural sequence follow the twin maladies expressed in the spoon-stealing frat and the athletic cabal. The typical student, thus thrown upon himself during his most dangerously precocious period, seeks some other center of gravity, undreamt of in a properly centripetal school organization, and antagonistic to the wholesome norm. And thus the mercurial youngsters dismiss the Faculty and coallesce into their frats, sororities and game circles, whose atmosphere is in too many cases fashion, flippancy and frivolity among the girls and outlawry among the boys. These centrifugal movements of the student body amount to nothing short of secession from the college entity, with its normally centrallized regime. Agassiz left the campus about the time that Dr. Jordan took off his baseball suit for the last time; and Messrs. Jeffries, Johnson & Company escorted him to the train. While we happily must admit an occasional exception, the typical frat, sorority and athletic circle are alike empty of that "university spirit" delineated by Josiah Royce, without which the college cannot sustain a beneficent relation to the community. The prevailing spirit of the 'rah 'rah boys is something essentially different.

Returning to the Stanford Quad, Mr. Cole will have to adduce some very tangible facts of recent development before he persuades the general reader that Clark's committee is pursuing any policy beyond what is fairly consistent with shooing idlers off the grounds. It seems improbable that the majority of **The Call's** readers will be ready to indict Professor Clark solely because "he made Mayfield dry." Perhaps there are graver charges, and it may be that they will be stated in Mr. Cole's further presentation. But, as a general proposition, after an individual or group has once been guilty of serious defection, on him or them must rest the burden of proof as concerning worthiness of further intention; and if the Stanford athletic circle has thus far extricated itself from such a predicament, the occurrence is of so recent a date that the reading public is not as yet informed. A students' affairs committee, like a grand jury or any other inquisitorial body, has at best a thankless task before it, and minor injustices and mistakes will inevitably transpire. The Committee, be they red-blooded executives, will not hesitate at drastic medicine for imminent disease. And in the melee, those who are trampled will howl in one key, the guilty and the innocent alike. Let us fish out the unoffending, wherever we may. But war is hell, and if there must be war, let it accomplish its major end.

THE PENSION SYSTEM

(The Farmer and Taxpayer is as much entitled to voice in the discussion of a Retirement Act as any one else. We cheerfully give space to the following statements from Mr. Floden.—Editor.)

I have often wondered, why, "in the land of the free and the home of the brave," there should be a demand for pension or for any other comfit of favoritism. Are such expressions as "fair play," "the square deal" simply catch-phrases and meaningless platitudes? Are we becoming a nation of hypocrites? "The land of the free and the home of the brave!" Is it to be brave for strong men to ask for support? Is it to be free for one portion of the people to pay a stipend to another portion without a chance to vote upon the proposition? If our lawmakers have any doubt as to what the masses think of the proposition of pension, let them put an initiative and referendum clause upon the statute books. Such an enactment would, I think, mean the planting of a bomb under the old moon that would blow that serene luminary clear to hades.

The statement is often made by the teacher that a pension would relieve him of worry and permit him to devote **all** his attention to his work. Suppose it would. Suppose the original meaning of the word **school** should be exemplified in the pension of the schoolmaster. Suppose he alone, out of all the toilers of the land, should be selected as a special object of our fostering care. What, do you think, would happen? A great many things.

In the first place, would not the granting of a pension weaken the teacher's ability to be practical? Does he not, even as it is, deal a little too much with theories? The best method of solving the most important problem in economics is that given us by our grandmothers: "Lay up for a rainy day." It is quite possible for a teacher to "lay up for a rainy day," and it may not be amiss to all that he can be materially aided by engaging in some avocation, such, for example, as carpentry, gardening, cattle raising, the making of butter, the taking care of cows, calves, and pigs (I do not mean "blind pigs"), etc. For such pursuits furnish the best possible sleep, and lead to The Simple Life, of which we hear so much and see so little.

Then, history and observation show that an exemption from the caring for the morrow and an unceasing devotion to one idea tend to produce abnormal individuals, dangerous

to society if not to themselves. Jeanne d'Arc heard "Voices," Socrates was an attentive listener to his Demon and Luther had visional and auricular proofs of the Devil's presence, and on one occasion went so far as to fling an ink-stand at His Satanic Majesty, an historical fact corroborated by the blot of ink yet to be seen on the wall of Wartburg castle, the place of his concealment. In the name of common sense, let us profit by their example. For, what is the purpose of history, if not to teach us wisdom?

Moreover, the results of investigations by physiologists and chemists testing the effect of continuous attention upon cellular structure bid us to pause before encouraging a secluded life entailed by the operation of a pension. In the final analysis, a life of ease, with nothing on the program but hallelujas and hosannas, is a condition of doubtful value.

Furthermore, the very fact that the teacher is incessantly harping upon the nobleness of his work is a case in point and arouses a suspicion as to whether or not he is entirely free from mental aberration. Surely, every one of us is in duty bound to make his work noble. The school does not stand, in this respect, isolated and alone. No work is noble in itself. It has to be made noble by noble men and women. The merits of a work cannot be demonstrated by being shouted at us through a megaphone. The noblest workers in every age are those millions whose names are not even known. As a needed exercise in modesty and nobleness a refraining from demanding pension is herewith suggested.

A pension law is clearly an instance of class legislation. No sane man can argue the opposite. The dullest pupil of the grammar school can see that such a law, instead of being of the people, by the people, for the people, is of a class, by a class, for a class. Therefore, since the advocates of the legislation in question are honorable men who, under no circumstances, would act contrary to the laws and constitution of the United States, their anomalous position can only be explained by assuming that they have allowed their thoughts to run too long in one channel: They are beginning to "see things" at night! O Heavenly Powers, Restore them!

An island out in mid-ocean is inhabited by a peculiar people. Their peculiarity consists in their having a written constitution prohibiting all men having smooth noses from holding office. The ambitious student impelled by a curiosity to learn what kind of noses the officials posses will discover in wonderment that every official nose carries a wart or a certificate to show that its ancestors wore warts as required.

The custom is of divine origin, and unbelievers suffer death at the stake. Of course, the words within the brackets have no connection with the caption.

Touching the subject of patriotism the pension project falls little short of being treason. Think of an American citizen flaunting in our faces, under the glorious Star-Spangled Banner, the ignominious king-begotten pension-list! Who can see it and not recognize it as one of those precious pearls adorning crowns and tiaras! Who can contemplate it without being reminded of the lifting of hat and scraping of foot in the presence of half-witted potentates and prelates and all the infernal gang of high-muck-a-mucks and cockalorums! Ye Stars and Stripes! whither are we tending?

K. A. FLODEN,
Farmer.

Hanford, Calif., Nov. 28, 1910.

* * *

THE CALL OF THE SCHOOL BELL

(With apologies to some poet)

My heart and my soul both long to go back again,
  Back to the school with the boys and the girls again,
Back where one's life may have zeal and zest again,
  Back to the school again, back to it all;
Oh to be back where one's heart is unbound again,
  Back, for I'm lost, and want to be found again
Where I belong, on my old stamping ground again.
  Back with the men who work for the small.

My heart and my soul both long to go back again,
  Back to the school room with its joys and its jests again,
Back like a bird to her old nest again,
  Back where life is unselfish and open and frank.
Back where the atmosphere is free from self again,
  Free as the air on ocean wave blue
Free from the taint of the world's moneyed hue,
  Back with old comrades of the cloth again.

My heart and my soul both long to go back again,
  Back to the boys and the girls with their din and jest again,
Read a good book, and hear the old guard again,
  Wheeler, Jordan, Hyatt, Brown, and Moore.
Scholars and books—I have suffered a blight of them.
  Give me the boys with the good and the bad of them,
The boys and the girls—how I long for the sight of them—
  Blessed old memories—yet how they hurt.

My heart and my soul both long to go back again,
  Back to the work of teaching the young again,
History and civics and all of the rest again—
  Leading the boys their glory to view.
Just to feel the old thrill in my breast again,
  Greet the old scholars long grown to men, again,
Oh, but I long to be back, long to be back again,
  Back to the work again, boys and girls, and to you.

—J. D. Sweeney, Red Bluff.

NOTABLE MEETING OF SCHOOL TRUSTEES

About 100 school trustees of Fresno county met together in the city hall at Fresno last Saturday morning, at the call of County Superintendent of Schools E. W. Lindsay. The meeting was called to order about 10:30 by Mr. Lindsay, who stated briefly his purpose in calling the meeting, which was to the effect that he deemed it advisable that the trustees should be organized, that they might have regular meetings, and that they might better understand the work they had to do in the administration of school affairs.

W. E. Street of Selma was elected temporary chairman, and P. F. Adelsbach was chosen temporary secretary. A committee on permanent organization was appointed, the committee being composed of H. E. Armstrong of Clovis, John Olson of Riverside, J. M. Robertson of Coalinga, J. A. Poyntress of American Colony and A. E. Hedberg of Big Sandy.

This committee reported later and their report as offered was adopted. By this report the organization will be known as "The Fresno County School Trustees Association." There are to be two meetings annually, one on the last Saturday in November, and the second on the last Saturday in May. The officers provided for are a president, a vice-president and a secretary. Accordingly permanent officers were elected as follows: President, W. E. Street, of Selma; vice-president, W. A. Groves, of American Colony; Secretary, P. F. Adelsbach, of Kingsburg. In addition to these officers an executive committee and a legislative committee of five members each, of which the officers of the association are to be ex-officio members, are provided for.

County Superintendent Lindsay was elected an honorary vice-president of the association.

Among the more important business transacted at the first session of the new organization was the adoption of a resolution calling upon the members of the next legislature, from Fresno county, introducing a bill, providing for the organization of Trustees Institutes, to hold meetings once a year, and providing for the mileage for one trustee from each district, to be paid out of the general school funds, the same as the expenses of Teachers' Institutes are paid.

Considerable discussion was had on the subject of school supplies. Mr. Lindsay told of the abuses of the pres-

ent method of purchasing, and hoped a way could be devised by which the people would get better supplies at a more nearly right price. He told how in some cases trustees had paid as much as $2.50 per ream for legal cap paper, when in other districts the same grade of paper had been sold for $1.30. He made it plain that he did not think that the trustees were dishonest in the matter, but rather that they had been imposed on by dealers and school-supply agents. Another item he mentioned was that of pencils. He said he knew of cases where school pencils had been sold to some districts for $1.45 while in others they had been sold for from $4 to $5 per gross. It was such abuses as this that could be overcome by the trustees being organized.

One of the important changes made in the school law a couple of years ago was the setting over of 60 per cent of all school money to the teachers' fund, permitting it to be used for no other purpose, and leaving only 40 per cent of operating expenses of the school. There was much opposition to this law, but no effort will be made for a change at this time.

The hiring of teachers was also much discussed, but little in the way of a satisfactory solution of the question resulted. This matter, however, will be taken up at some length at a later meeting.

H. E. Armstrong of Clovis introduced a resolution, calling for the establishment of a State Normal School at Fresno. This matter was debated with a keen interest, but every speech made was in favor of the proposition, and when put to a vote it was a strong "aye" that carried it.

One of the important matters decided upon was the adoption of a resolution asking the County Superintendent of Schools to receive estimates for supplies from the trustees of the several districts, and to call for bids on the whole. Then, after the bids are received, the successful bidder is to supply to each district direct the supplies called for. In this way none of the supplies would go through the superintendent's office, and none of the money paid for supplies woudl go through that office, except as it does now. This would give every district an opportunity to get supplies at the lowest possible price and to get the same grade of goods. However, where trustees of districts should prefer to do their own buying they could do so, for there is nothing binding on any of them in the action taken at this meeting.

W. F. Chandler, the Assemblyman, was present, and made several talks to the trustees which were much appreciated.

Mr. Chandler has had a great deal of experience in school work, and in the legislature will have an opportunity to do much in the making of new school laws.

An effort will now be made to induce the trustees of all of the counties in the state to form similar organizations, for certainly it is as necessary that the trustees be organized as for the teachers to have an organization. And the cost of such an organization would be more than off-set by the savings the trustees would be able to make to the people by knowing better how to make them.

* * *

HOW THE NATIONAL GOVERNMENT AIDS EDUCATION

By Milo B. Hillegas

Chief Editorial Division, Bureau of Education

A desire to aid the educational interests of the Nation led Congress in 1869 to establish the United States Bureau of Education. It charged this Bureau with the duty of "collecting such statistics and facts as shall show the condition and progress of education in the several States and territories, and of diffusing such information respecting the organization and management of schools and school systems, and methods of teaching, as shall aid the people of the United States in the establishment and maintenance of efficient school systems, and otherwise promote the cause of education throughout the country." Through its publications and in other ways the Bureau has endeavored to serve the purposes for which it was created. Its Annual Reports contain the authentic statistics of education, and also many reliable articles concerning educational problems and practices both in this country and abroad. Its bulletins and circulars have aimed to treat the practical problems that concern school administration. Among those who have contributed articles to these Reports and written the bulletins are to be found many of the foremost educational authorities of this and other lands. In these ways a vast amount of valuable information has been published, all of which has been made available by publishing a comprehensive index of the Annual Reports of the Commissioner for the years 1867 to 1907, inclusive **(a)**. A list of publications makes it possible to select the work desired, and any of these which are in the Bureau's possession are sent free upon request **(b)**.

The assistance that the Bureau is able and willing to furnish is by no means limited to its publications. Each day the mails bring to the Bureau many requests for information that is not directly available elsewhere. A superintendent may desire to formulate a course of study and wish to know about the courses of study that have proven satisfactory in other places under similar conditions, or a community may be considering a new school house and be anxious to know all it can about the cost and construction of desirable buildings in other sections. In each case the Statistical Division or some other division of the Bureau is often able to furnish just the information desired. It may happen that teachers and others who are engaged in educational investigations cannot secure in their own institutions or communities the facts which they need to complete their work. The Bureau possesses exceptional facilities for furnishing such facts. A carefully selected educational library of more than one hundred thousand volumes and pamphlets and the unlimited use of the Library of Congress enables the Library Division to supply bibliographies or lists of important references. Under certain limitations it may even loan special works to institutions and State officers. The Division of School Administration is able to assist State school officers and others who are interested in school legislation by directing them to legislation on similar topics in other States.

The Government has direct control of the education of the Indians and native Alaskans, it maintains the splendid military and naval academies, and assists financially the colleges of agriculture and mechanic arts. The Departments of Agriculture and Commerce and Labor are doing much for education in their respective fields. In former days the Government, by land grants and loans, exerted a powerful influence on the establishment of State universities and public school systems. Now, by employing specialists to visit and assist these institutions it is seeking to increase its usefulness to the educational interests of the country. Recently Doctor Kendric C. Babcock, President of the University of Arizona, was appointed Specialist in Higher Education in the Bureau of Education. He will visit colleges and universities in different parts of the country, confer with their officers of administration and instruction, and co-operate with them in every way possible.

(a) **Index to the reports of the Commissioner of Education, 1867-1907,** Bulletin No. 7, 1909.

(b) **List of publications of the United States Bureau of Education, 1867-1910,** Bulletin No. 3, 1910.

SANITATION IN GRAMMAR GRADES BY THE LABORATORY METHOD

The Money Value of Good Health—A Laboratory Study of Vital Statistics

The National Conservation Commission state in their report * that the earning power of the population of the United States is three to five times the earning power of its natural resources in lands, water, minerals and forests; and what is more impressive as a statement of a well-attested fact—that the annual loss in dollars and cents from preventable sickness and postponable deaths is greater than that caused by the waste or misuse of its lands, water, minerals and forests.

They estimate the money value of a human life by capitalizing its earning power. The following table gives their estimates of the value of the life of the average American workingman from both onward through the years of his growth and preparation, through his first years of work to his period of highest efficiency in earning money, and then on to his old age with its period of probable nonproduction and possible dependence.

A similar study of the labor statistics of San Francisco reaches almost the same values. *

Estimated Value of Human Life

Age	Value	Age	Value	Age	Value
Born	$ 90	16 yrs.	3200	31 yrs.	4040
1 yr.	262	17 yrs.	3400	32 yrs.	3980
2 yrs.	434	18 yrs.	3600	33 yrs.	3920
3 yrs.	606	19 yrs.	3800	34 yrs.	3860
4 yrs.	778	20 yrs.	4000	35 yrs.	3800
5 yrs.	950	21 yrs.	4010	37 yrs.	3740
6 yrs.	1160	22 yrs.	4020	38 yrs.	3680
7 yrs.	1370	23 yrs.	4030	39 yrs.	3620
8 yrs.	1580	24 yrs.	4040	40 yrs.	3560
9 yrs.	1790	25 yrs.	4050	41 yrs.	3500
10 yrs.	2000	26 yrs.	4060	42 yrs.	3440
11 yrs.	2200	27 yrs.	4070	43 yrs.	3380
12 yrs.	2400	28 yrs.	4080	44 yrs.	3320
13 yrs.	2600	29 yrs.	4090	45 yrs.	3260
14 yrs.	2800	30 yrs.	4100	46 yrs.	3200
15 yrs.	3000			47 yrs.	3140

* Bulletin 30 of the Report of the National Conservation Committee appointed by President Roosevelt. This can be found on file in public libraries. It is extremely interesting. It can be bought from the Superintendent of Documents at Washington for 15 cents.

* See paper on "Growing Humans" in November bulletin of State Health Board by Dr. Wm. F. Snow, Secretary State Board of Health.

Age	Value	Age	Value	Age	Value
48 yrs.	3020	59 yrs.	2214	70 yrs.	1444
49 yrs.	2960	60 yrs.	2167	71 yrs.	1371
50 yrs.	2900	61 yrs.	2094	72 yrs.	1297
51 yrs.	2827	62 yrs.	2021	73 yrs.	1224
52 yrs.	2754	63 yrs.	1957	74 yrs.	1151
53 yrs.	2681	64 yrs.	1884	75 yrs.	1077
54 yrs.	2607	65 yrs.	1811	76 yrs.	1004
55 yrs.	2534	66 yrs.	1737	77 yrs.	931
56 yrs.	2461	67 yrs.	1664	78 yrs.	857
57 yrs.	2387	68 yrs.	1591	79 yrs.	774
58 yrs.	2314	69 yrs.	1517	80 yrs.	700

The discussions growing out of a study of this table will give boys and girls a new point of view from which to regard the question of the public health and will also give a new aspect to the question of individual health. If sound health is going to increase their market value they are going to give it consideration.

A class writing this table from dictation or copying it from the blackboard will have many questions to ask. In answering these questions and developing others the teacher can bring out the facts underlying these estimates.

The following list of questions is given as suitable for use in bringing out the meaning of the table:

Why has a baby, who will not be able to earn money for years, a value of $90 at birth?

Why is the life of a child of 5 years worth so much more than that of the baby?

Why is a man's life at twenty worth almost as much as it is at thirty?

Where is the time of greatest value? Where here?

The discussion of these and similar questions that will arise will make clear the value of a baby as a future wage-earner with a probable long period of wage-earning. The child of five will be seen to have the advantage of five years in time in his approach to wage-earning, and a much better chance of living to reach it. The California vital statistics * which follow prove this chance to be almost three to one in favor of the five-year-old.

From five years to ten years there is a rapid increase in value due to the growing chance for living, the increasing ability of the child to take some of the care of himself, and to

* The vital statistics of California for 1908-1909 are to be found in the biennial report of the State Board of Health which is almost ready to be filed in the public libraries of the State. The statistics for 1906-1907 are in the report for those years. These records were not kept until 1906. Copies of both reports will be mailed to any teacher applying for them.

his acquiring the rudiments of education which will later help him in earning money. At twenty the value of the young man is found to be surprisingly near his value at thirty, but this is explained by the ten years longer that he has for earning. From thirty on his skill and growing wisdom are offset by the constant decrease in the number of his working years. In old age his earning power is less, his life short, and his chances of becoming dependent are so great that the money value of his life at eighty years is less than that of a child of four.

The following studies can be used to demonstrate the value of the California children as vital assets of the State; and to show the tremendous economic loss to the State annually from preventable diseases. California death rate is 15 per 1000 of population, or over 30,000 each year. Of these 12,600 or 42 per cent are preventable or postponable. According to the Conservation Commission's estimate the average death represent a loss of $1700. This gives an annual loss of $21,420,000, an amount of money almost equal to the original endowment of Stanford University.

The Capitalized Value of Our Public School Pupils

1. In the elementary and grammar schools of California the enrollment for 1910 is 322,361 boys and girls.* What is their total capitalized value at $1900 for the average money value of each pupil (average made from table).

2. What capital do the 67,859 first-year pupils represent at $1160 each?

3. What capital is represented by the 26,056 pupils of the eighth-grade pupils at $2800 each?

4. What is the capitalized value of the graduating class of the high school of 1909? There were 4,411 at an average estimated value of $3600?

5. What is the capitalized value of your class?

California's Great Loss from the Deaths of Babies

1. In California in 1909 there were reported 30,882 births. Of these 3480 have already died. At an estimated value of $176, what was the loss to the State through these deaths? What is the death rate of this group of babies?

2. What is the value of the remaining babies of 1909 now at one year of age?

3. One-fifth of these surviving babies will die during the

* Biennial Report of Superintendent of Public Instruction, 1908-1909. Section 5. This gives a most interesting summary of statistics.

next nineteen years, what will be the estimated money value of those remaining in 1919 when they will be 10 years old?

4. What will be their money value in 1929?

5. What will it be in 1939?

6. If all these children born in 1909, and who have survived the first year, could have their deaths postponed till they reach the age of eighty years, what would be their combined money-value?

7. How much money would each of these adults of eighty years have earned if he had received $720 a year every year since he reached the age of twenty?

1. In 1909 the California death list was, in round numbers, 30,000. Counting each death as a loss of $1700 * what was the loss in dollars and cents? Since at least 42 per cent * of these was caused by preventable diseases and could have been postponed, what was the avoidable loss?

2. What part of this loss was due to the deaths of the children under one year of whom there were 3480? These might be rated at $176 each.

3. What part was due to the 1313 under five years rated at $520 each?

4. To the 928 children from five to fourteen years rated at $1876 each?

5. How much did your city or community lose last year through deaths? How many of these were from communicable or germ diseases?

Gain Through a Decrease in Typhoid Fever Death-Rate

The typhoid fever death list in California for the years 1906-1909 is: 1906, 657; 1907, 558; 1908, 540; 1909, 461.

This shows a decease of 96 deaths notwithstanding the increased number of people in the State and the great increase in the number of people who spend their summers camping or at mountain summer resorts. The decrease in the number of deaths was due to improved sanitary conditions. During the last three years the municipalities and counties of the State have spent $4,000,000 in improving their water supplies and bonds for $4,000,000 more has just been raised for this purpose.

Since for every death from typhoid fever there are nine or more cases of tedious illness there was a saving of great expense other than that from the deaths prevented. Two hun-

* Estimates given by National Conservation Commission.

dred and fifty dollars to three hundred dollars is the conservative estimate for a typhoid illness.

Problem—In the year 1908-1909 there were 80 deaths less typhoid fever than in any year of previous record. This implies a saving also of 720 cases of illness from that disease; counting the 80 deaths at $1700 each and the illnesses at $300 each, what was the saving to the State from this lowering of the typhoid deathrate?

Typhoid fever is a preventable disease. It is caused by polluted water, milk or other food. It is a disease of rural districts rather than of cities. By scientific study physicians have learned how to prevent the pollution of water and food; and when a community has conscientious and intelligent health officers, who are not given more work than they can do, it will have no epidemic of typhoid fever.

The means for protection against the main foes of Good Health will be considered in the next paper.

Announcement

The California State Board of Health will send free of charge directions for supplementary experiments, statistical reports, official blanks, killed cultures of the common disease germs, etc., to any teacher interested in using such experiments and demonstrations as are indicated by this series of suggestions.

Such teachers are requested to sign this blank and mail it to the State Board of Health.

(Signed) WILLIAM F. SNOW,
Secretary.

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* Biennial Report of State Board of Health for 1908-1909.

(Cut along this line)

California State Board of Health,
Sacramento, California.

I desire to supplement my work in Hygiene and Physiology by using such methods as are suggested by your Board.

Name.....

Address.....

Position occupied.....

CALIFORNIA TEACHERS' ASSOCIATION

Office of the Secretary

Preliminary Announcement

The Coming Meeting

The annual meeting of the California Teachers' Association will be held at Berkeley, December 27-30. General sessions wil be held at Harmon Gymnasium or the Greek Theater on the afternoons of Tuesday, Wednesday and Thursday, with a business meeting on Friday morning. The forenoons will be devoted to the work of the several sections and affiliated organizations. The complete program will be issued later.

Leading Speakers

The principal speakers will be Mr. Chester Rowell, editor of the Fresno Republican; Dr. Benjamin Ide Wheeler, president of the University of California; Dr. J. M. Greenwood, superintendent of the Kansas City schools, and Dr. Geo. F. James, dean of the College of Education, University of Minnesota. The section programs present more than a hundred of the leading men and women in California education.

County Institutes at Berkeley

In conjunction with the meeting will be held the institutes of Alameda, Contra Costa, Solano, San Joaquin, Amador and Santa Clara counties. It is possible that two or three more counties may unite. San Francisco will hold the sessions of its institute in the mornings, so as to permit the San Francisco teachers to attend the general sessions at Berkeley in the afternoons.

Social Activities

1. The School Women's Club of California will hold its annual banquet at the Shattuck Hotel, Berkeley, at 6 p. m., Tuesday, Dec. 27. All school women, whether members of the club or not, are cordially invited to attend. Those so desiring may secure reservations by writing Mrs. Beatrice Wilmals, 2804 Hillegass avenue, Berkeley, not later than Dec. 16.

2. The San Jose Normal Men's Club will hold its annual banquet at 6 p. m., Tuesday, Dec. 27, at a place to be an-

nounced later. Members are requested to invite their men friends. Send requests for reservations to Mr. R. A. Lee, San Jose, or to Mr. F. K. Barthel, Polytechnic High School, San Francisco.

3. The graduates of the Chico Normal and their friends will have a reception and dance at the Town and Gown, Berkeley, at 8 p. m., Tuesday, Dec. 27.

4. The Alameda County High School Association will give a dinner in the parlors of the First Congregational Church, Oakland, at noon, Wednesday, Dec. 28. Please make reservations of Mr. F. S. Rossiter, Fruitvale.

5. The teachers of Berkeley will tender an informal reception to all visiting teachers at the Shattuck Hotel, at 9 p. m., Tuesday, Dec. 27. All are cordially invited to attend.

6. The School Masters' Club will banquet at the Shattuck Hotel at 6 p. m., Tuesday, Dec. 29.

A Grand Concert

The officers of the California Teachers' Association have secured one of the world's greatest singers for a concert at Dreamland Pavilion, San Francisco, on Wednesday evening, Dec. 28. Mme. Gerville-Reache, the greatest French contralto, will make her initial appearance on the Pacific coast as the attraction for the evening. She will have a full orchestral accompaniment of thirty pieces. The program promises to be one of the best ever given in San Francisco. By presenting a certificate of membership in the C. T. A., a person may purchase two tickets at fifty cents each. The price to all others will be $1.50 per ticket. Though the tickets are not yet printed, the secretary has already received requests for more than 1500 reservations. Tickets will be on sale at California Hall, University of California, and at Sherman & Clay, San Francisco, beginning Dec. 26. If you want to make sure of a ticket, better drop a card to the secretary, L. E. Armstrong, 4227 Terrace street, Oakland.

* * *

Metz, Monterey Co., Cal., 11-22-10.

My Dear Mr. Wagner: Your book reviews are fine. Have you seen Dr. Hutchinson's "Preventable Diseases," MacMillan Co.? I have seen notices of it and think it may be the best Health and Development book we could have for "Desk." "Camping and Woodcraft," by Horace Kephart, is noticed in "Gleanings in Bee Culture," November 15th; but I fail to find publisher's name. I am more interested in Health and Nature Study work than in any other, just now. I am only the clerk's wife.

—Nell Goggin Thayer.

MARIN TEACHERS' PLAYGROUND ASSOCIATION

One Saturday morning recently a number of the teachers in Lower Marin met in Superintendent Davidson's office, San Rafael, for the purpose of discussing the playground movement and its relation to the boys and girls of Marin County. Mr. Davidson, the chairman of the meeting, prefaced his remarks by reading a letter from Dean Bradley of Tamalpais Center, offering the services of Miss Jessie Hanna and the use of the large auditorium at Kentfield for the benefit of the teachers. Mr. Bradley's letter further suggested that the teachers meet once a week at Tamalpais Center for instruction in play, gymnasium work and folk dancing. Mr. Davidson considered Dean Bradley's offer worthy of consideration, as playground work and all pertaining to it, is of vital importance in every school child's life. Mr. Bradley, being present, spoke further, urging the child's claim to intelligent, well-directed and carefully supervised play and explaining that Miss Hanna was well-qualified for giving instruction in playground work, gymnasium work and folk dancing, she being a graduate of the "Chicago School of Physical Training and Expression." He said the suggestion had been made by one of the most ardent advocates of this movement in Marin County, that Miss Hanna visit the different schools in rotation and do work similar to the work she is doing now at the Kentfield school; but after due consideration it was thought more practical to have the teachers meet first at Tamalpais Center and then later on when the class was well under way, have Miss Hanna visit the schools as suggested. Miss Hanna explained the teachers themselves should supervise and interest themselves in the children's play until such time as each school or each town could have its own play leader. Many of the teachers present spoke very enthusiastically of the project and expressed their wish to begin work at once.

After adjournment, Mr. Davidson appointed the following committee—Mrs. Garside, Miss C. V. Hanlon and Mr. A. B. Andreson—to draw up a plan of organization. The committee met immediately after adjournment of the special meeting and organized as follows: "This society shall be called the Marin Teachers Playground Association. The aims of this association shall be to encourage and to foster play and playground work in Marin County.

The weekly meetings at Tamalpais Center are well attended by a most enthusiastic class. The different members of the class report a better spirit prevails on their play grounds where the teachers are familiar enough with the various games in progress to take part or to supervise wisely. Some of the new games learned at the Center are hailed with the keenest delight when introduced by the teachers to their pupils. Marin County should be pleased that this playground movement has taken definite shape, for its further development will be a potent factor in securing for the children greater efficiency in their studies, finer physical development and a more wholesome moral outlook.

M. B. G.

THE PROPOSED LAW FOR RETIREMENT SALARIES FOR PUBLIC SCHOOL TEACHERS OF CALIFORNIA.

An Act to Provide for Retirement Salaries for Public School Teachers of this State, and to Provide for the Revenue Therefor.

The People of the State of California, represented in Senate and Assembly, do enact as follows:

Section 1. A fund is hereby created, to be known as the Public School Teachers' Retirement Salary Fund of California. So much of the taxes collected under the succession and inheritance tax acts of this State, and not specifically appropriated to the uses of the State School Fund, as may be necessary to provide for the retirement salaries specified in sections three and four, shall constitute this fund.

Sec. 2. The superintendent of public instruction shall each year determine, from reports made to him by county and city superintendents, the amount that will be needed for the following fiscal year to pay the said retirement salaries, and shall report the same to the state controller, annually, between the 10th day of August and the 1st day of September. This amount the state controller shall certify to the state treasurer, who shall pay said retirement salaries upon warrants properly drawn by the superintendent of public instruction.

Sec. 3. Any public school teacher who shall have reached the age of sixty and who shall have served, on a legal teacher's certificate, as teacher or superintendent, or partly as teacher and partly as superintendent or supervising executive or educational administrator, for at least thirty years, at least twenty of which shall have been in the public schools of the State, including the last ten years preceding retirement, or any public school teacher who shall have served as just specified for at least thirty-five years, counted from the twentieth* year of age forward, at least thirty of which years of service shall have been in the public schools of this State, including the last ten years preceding retirement, shall be entitled to receive upon retirement after such service a retirement salary, payable quarterly, which salary shall be equal to one and one-half per cent of the average salary of the last ten years of service multiplied by the total number of years of service; provided that the terms "ten years" as used in this act shall not be construed

* The San Francisco Teachers voted at a recent meeting to substitute the eighteenth instead of the twentieth year.

as meaning ten consecutive years, and that on the other hand, the interruptions of service during this period, however caused, shall not exceed a total of three years; and provided further, that the terms "public schools" shall be construed, for the purposes of this act, as meaning all schools supported partly or wholly by public funds and subject to county or city or city and county or state control; and provided further, that the above requirement of a legal teacher's certificate for the full thirty years shall not apply to those who entered the public school service of this State, prior to the passage of this act, except that no person shall be entitled to receive said retirement salary who is not the holder of such a legal teacher's certificate at the time of retirement.

Sec. 4. Any public school teacher, as described in section one, who shall have served, on a legal teacher's certificate, for at least twenty years, in the public schools of this State and who shall, by reason of bodily or mental infirmity, have become incapacitated for further service, shall be entitled to receive during the period of such disability, a retirement salary, payable quarterly, equal to one and one-half per cent of the average salary of the last ten years immediately preceding retirement, multiplied by the total number of years of service, provided application for such retirement salary is made within one year after the last month of service; provided, however, that the above requirement of a legal teacher's certificate for the full twenty years shall not apply to those who entered the public school service of California before the passage of this act, except that no person shall be entitled to receive a retirement salary who is not the holder of such a legal teacher's certificate at the time of becoming so incapacitated.

Sec. 5. If any teacher retired under the provision of section four of this act shall be re-employed in any public or private school of this or any other State, his or her retirement salary shall cease, and in case such teacher qualified for a retirement salary under section three of this act, the retirement salary received already by such teacher under section four shall be deducted year by year in the amounts originally received.

If any teacher retired under section three of this act shall be re-employed in any public or private school of this or any other State his or her retirement salary shall cease.

Sec. 6. No one shall be permitted to draw from the State, directly or indirectly, more than one retirement salary. This

act shall not be so construed, however, as to prevent local communities from increasing the retirement salary received from the State.

Sec. 7. The State Board of Education shall define in detail the periods of service specified in this act, and shall make all needful regulations for the method or methods of applying for and drawing said retirement salaries, and for the methods of determining the eligibility of each applicant under either of the preceding sections, and the amount of the retirement salary under the provisions of this act.

*Sec. 8. The minimum retirement salary for teachers retiring under section three shall not be less than $500; nor shall the maximum for teachers retiring under section three or section four be more than $1200.

Sec. 9. This act shall take effect immediately.

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* The San Francisco Teachers voted to change Section 8, making the minimum salary $600 and the maximum $750.

* * *

STATE BOARD OF EDUCATION

The State Board of Education met at Sacramento November 18th and 19th. All the members of the Board were present. Allison Ware of Chico and E. L. Hardy of San Diego were the new members on the Board. A large amount of routine work was accomplished in the granting of life diplomas, credentials, etc. The Board opened bids for the adoption of texts on language and physiology. There were about twenty representatives of publishing houses present. Also, C. L. McLane of Fresno, W. M. Mackay of Chico, and Leroy Armstrong of Oakland, representing the "Sierra News" in its continuous efforts to secure the State subsidy.

The Board, after listening to the various speeches of the book men, postponed action until February. Dr. Burk introduced a resolution asking that Section 1521, which provides for the official organ of the Department of Public Instruction be repealed. Action was postponed.

* * *

Let us try to be sensible; let us try to be good-natured; let us try to be fair.

—Charles Dickens.

EDUCATIONAL LITERATURE IN NOVEMBER PERIODICALS

By Katherine M. Hilton

Los Angeles Public Library

Ballard—Education in California. Jol. of Ed 72:466. Nov. 10, '10.
Boring—Sanitation in the grammar grades by the laboratory method. W. Jol. of Ed. 15:534. Nov., '10.
Brown—Kindergarten occupations—brushwork, clay modeling, drawing. Kind. Prim. M. 24:73. Nov., '10.
Brown—Why not teach the geography of today? Jol. of Ed. 72:514. Nov. 24, '10.
Bruce—The psychology of football. Outl. 96:541. Nov. 5, '10.
Cary—Some unfortunate tendencies among State universities. Educ. R. 40:325. Nov., '10.
Chisholm—Plea for the conservation of another great national resource (negroes). Educ. 31:191. Nov., '10.
Davenport—The opportunity of the high school. Educ. R. 40:348. Nov., '10.
Davison—History in German secondary schools. Educ. R. 40.356. Nov., '10.
Erskine—English in the college course. Educ. R. 40:340. Nov., '10.
Fitch—Comfort found in the good old books. W. Jol. of Ed. 15:560. Nov., '10.
Great salary study—Jol. of Ed. 72:451. Nov. 10, '10.
Greenwood—The home and school life. Educ. 31:179. Nov., '10.
Gulick—The way to health. Jol. of Ed. 72:428. Nov. 3, '10.
Hartwell—Grading and promotion of pupils. Educ. R. 40:375. Nov., '10.
Hatch—Industrial education in Mass. Educ. R. 40:369. Nov., '10.
Hawkins—Vocational education. Educ. 31:141. Nov., '10.
Herring—Tendencies in intercollegiate football. Outl. 96:501. Oct. 29, '10.
High school pageantry. Jol. of Ed. 72:486. Nov. 17, '10.
Hunt—Selected problems in industrial arithmetic. Jol. of Ed. 72: 405, 489, 517. Oct. 27, '10, Nov. 17, '10, Nov. 24, '10.
Huston—Elementary school ideals. Educ. 31:160. Nov., '10.
Jenkins—Our educational system—its cause and cure. W. Jol. of Ed. 15:540. Nov., '10.
Lytle—Some suggestions on the teaching of elementary algebra. Educ. 31:175. Nov., '10.
Meriam—Recitation and study. Sch. R. 18:627. Nov., '10.
Pairpont—Ribbon weaving. Jol. of Ed. 72:458. Nov. 10, '10.
Raeder—Program of work for playgrounds. Kind. Prim. M. 24:61. Nov., '10.
Sheffield—The rational study of English grammar. Sch. R. 18:618. Nov., '10.
Spencer—The standard of literary excellence. Educ. 31:151. Nov., '10.
Stewart—League of home and school associations. Jol. of Ed. 72:513. Nov. 24, '10.
Wallace—Julia Ward Howe. Jol. of Ed. 72:395. Oct. 27, '10.
Warner—How much education have you? Jol. of Ed. 72:397. Oct. 27, '10.
Webster—Vocational courses. Jol. of Ed. 72:398. Oct. 27, '10.
Wood—Educational statistics of California, 1900-1910. W. Jol. of Ed. 15:537. Nov., '10.
Young—Continuation schools in Chicago. Jol. of Ed. 72:430. Nov. 3, '10.
Young—New demands on schools. Jol. of Ed. 72:453. Nov. 10, '10.

The Western Journal of Education

Official Journal of the Department of Public Instruction

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EDWARD HYATT, Supt. of Public Instruction, Editor of Official Department.

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Ralph A. Grover, Eastern Representative, New York.

Editorial

Industrial and Technical Education

One of the most important educational measures initiated by the California Teachers' Association in recent years was the provision, made at its meeting a year ago, for the investigation of the subject of vocational instruction by a Commission on Industrial and Technical Education. Col. Harris Weinstock, who had recently returned from a world tour, during which he was commissioned by Governor Gillett to study the industrial conditions in the various countries, was made chairman of this Commission with power to select the other members. This Commission entered upon its work with earnestness, and although it realized that it had been set to the task of solving a new problem in American public education, it resolved to push its work to the point where a good systematic beginning would be made. It issued its report in the form of a tentative legislative bill, which provides that industrial and technical instruction may be made a coordinate part of grammar and high school work.

If the general provisions of this bill are enacted into law, as they certainly should be, the error toward which we were

moving in the matter of vocational instruction will be avoided. It will be recalled that the legislature two years ago was confronted by several bills providing for the establishment of State polytechnic schools in various communities throughout the State.Had the plan suggested by these legislative measures been followed some few localities would have been provided with polytechnic schools at the expense of the State, and without any initial outlay on their own part, while other localities would have been forced to do without such schools or to establish and maintain them chiefly at their own expense. Briefly, the Weinstock measure provides for subsidizing by the State of all such schools or departments wherever established at the initial expense of the local communities.

Discussion of the Weinstock Measure

The Commission on Industrial and Technical Education, having offered a definite plan of action by reporting its conclusions in the form of a tentative legislative bill, invited helpful suggestions and criticisms of the plan with a view to presenting the best possible measure at the coming session of the legislature. On Saturday evening, December 3, forty-seven of the representative educators of the bay region came together at a banquet at the Palace Hotel, held for the purpose of discussing with Colonel Weinstock the provisions of the tentative bill. This conference was called together by David Rhys Jones of the San Francisco Normal, who instigated the movement for the creation of the Commission.

Besides school men, there were present George W. Dickie, formerly head of the Union Iron Works, who is recognized as one of the best authorities in this country on the subject of Industrial Education as related to the metal trades, and Senator Eddie Wolf, one of the leaders in the State Senate, who has made a study of the problem of Industrial Education and has been an enthusiastic supporter of this cause in the Senate.

The main provisions of the bill were freely discussed and some important changes recommended, the most important of which was to the effect that the direction of this new work in the schools be vested in a non-salaried commission to be appointed by the Governor. This recommendation received the unanimous approval of those present. The school men were particularly impressed with Colonel Weinstock's broad grasp of the entire subject and the thoroughness with which each detail of the tentative plan had been worked out.

Pensions

The rural teachers and the school trustees are requested to read the proposed act on retirement salaries of public school teachers in this issue of the Western Journal. The adoption of a State wide pension law is a step in the right direction. We are in favor of a liberal pension for public school teachers. We are in favor of immediate action. We trust that a pension law will be enacted at the next session of the legislature. We are in favor of any proposed legislation that has a tendency to bring our State and National government to the highest standard of Christian socialism.

The county poor farm, the orphanage, the home for the feeble minded, the asylum, and the penitentary have been a part of our government since its initiation. Then came the post office, the public school system, city, State and National class pension laws and then conservation. Finally in the development of a paternal spirit of government—we will develop a wise public service for the strong and worthy, as well as for the weak and morally delinquent.

A pension for honorable service is a part of the golden rule.

* * *

Government by Commission:

The men interested in civic reform are making a vigorous effort to have our public service institutions governed by a State Commission. This includes our Normal Schools, Asylums, etc. It is claimed that the personal, political and financial interests of local boards have seriously interfered with the good of public service. Heads of State institutions have frequently used their personal and political influence to secure the appointment of trustees on local boards. The incoming administration intends to make radical changes in reference to the government of all public and semi-public service institutions and corporations.

* * *

The Secretaryship of the C. T. A.

There is a State wide movement on the part of the women clubs to secure for women a square deal. The successful attempt in nearly every city, to supplant the women school principals with men, has aroused to activity thousands of public spirited women. The pitable attempt to give women recognition in the C. T. A. proves almost conclusively that men have kept women out of the professional training school of life. The secretaryship of the C. T. A. pays three thousand

per year, and traveling expenses. It will be impossible, unless the dues in the various associations are raised, to continue the payment of such a large salary. It is claimed that the secretary earns the money on account of his ability as advertising solicitor. However, business men know that advertisements are now as a rule secured on a percentage basis. The total percentage on all the advertisements carried in the "Sierra News" would not amount to over fifty per month.

The secretary as the agent of the active men in the organization is not likely to give a square deal to the professional advancement of women. If women are to advance in the material as they have in numbers and professional spirit, then the secretary of the C. T. A. should be a woman. Ninety per cent of the dues of the association are paid by the women of the State and ninety-five per cent of the professional spirit is furnished by the women. The women should, therefore, fight against the sentiment that they are only fit for grade work, that the principalships, secretaryships and positions of trust and responsibility are for men. Ella Flagg Young in the East, and Ednah Rich in California, have proven that women when given the opportunity make good.

* * *

The Southern California Teachers' Association will meet in Los Angeles the week before Christmas. Superintendent McPherron, Superintendent Keppel, Superintendent Francis and their assistants have arranged an excellent program.

* * *

The N. E. A. will meet in San Francisco in July, 1911. This meeting will be of great service to the material and intellectual wealth; or as Allison Ware puts it, "To the commonwealth of California."

* * *

San Francisco, December 1, 1910.

To the Editor:

I think you are unjust to your competitor, Mr. Armstrong. It is not fair to hold him up to ridicule for shedding patriotic tears when McClymonds recited Paul Revere's Ride. I do not think it was McClymonds' recitation that made Leroy cry, but the thought that it was not he who took that morning ride in the service of the country.

Yours truly,

—Constant Reader.

Constant Reader—You are mistaken. Mr. Armstrong is patriotic, but is not envious of Paul Revere's Ride. In fact, I know that Mr. Armstrong is not fond of horseback riding.—Editor.

Western School News

Meetings.

The California Teachers' Association will hold its session in Berkeley, Cal., December 27, 28 and 29, 1910. A. Roncovieri, San Francisco, Pres., L. E. Armstrong, Oakland, Cal., Secty.

Central California Teachers' Association, E. W. Lindsay, President, Fresno; Margaret Hanson, Secretary, Visalia.

Northern California Teachers' Association, Lulu White, President, Redding, Cal.; Delia D. Fish, Secretary, Red Bluff.

Southern California Teachers' Association, A. S. McPherron, President, San Bernardino; Mark Keppel, Secretary, Los Angeles.

National Educational Assn., Ella F. Young, Chicago, Ill., President; Irwin Shepherd, Secretary, Winona, Minn. 1911 meeting San Francisco, July 8-14.

The Scholia Club held an important meeting at the Palace Hotel Saturday evening, December 3d. David Rhys Jones presided. The subject of discussion was industrial training. Harris Weinstock, Dr. Frederic Burk and Senator Wolfe took part in the discussion.

* * *

H. H. Adrian, formerly City Superintendent of Schools of Santa Barbara, is making quiet a success as a lecturer before regular lyceum audiences.

* * *

California School Report, 1908-1910, has just been issued by Edward Hyatt, Superintendent of Public Instruction. Copies may be secured by writing to the State office.

* * *

Frederic Burk is on the program in San Diego County Institute for several speeches.

* * *

W. G. Hartranft of Silver, Burdett Co. is an interesting public speaker and had he devoted himself to institute work, would have been of great service. In spite of his devotion to the big book contracts he responds occasionally to the lure of the platform. He is to be one of the speakers at Champ Price's institute in Santa Cruz.

* * *

G. M. Murry and James Simpson of Toronto and D. Forsyth of Berlin, Ontario, members of the Canadian Royal Commission on Technical Education, accompanied by Thomas Benough, secretary of the commission, which was appointed to study the methods of

DR. CHARLES W. DECKER

SURGEON DENTIST

TELEPHONE KEARNY 1836

ROOMS 308, 309, 310, THIRD FLOOR
PHELAN BUILDING, SAN FRANCISCO, CAL.

manual training and technical education in this country and Europe, arrived in San Francisco December 7th. The visitors, who are all prominent educators in the Dominion government, expect to spend several months in the West and East.

* * *

Supt. A. S. McPherron of San Bernardino, President of the S. C. T. A., is seriously ill with typhoid fever.

* * *

W. J. Rogers, formerly county superintendent of schools in Nevada County, has been named by the school trustees of the Truckee district to succeed the late George E. Rutherford as principal of the grammar schools in that city. Mr. Rogers assumed the duties of his new position Monday, November 14th.

* * *

Fresno, California, November 15, 1910.

Mr. Harr Wagner,
303 Phelan Bldg., San Francisco, Cal.

Dear Sir: Being an interested party and reading your "Western Journal" carefully every month, I'd like to tell you what we are doing in the little country school—Pomona District—in Fresno Co.

Our school is a typical little community. Much has been said about cleanliness being next to Godliness. It truly has much to do with the moral and spiritual well-being of the child.

The floor in the school room is given a coat of "Dustless Floor Oil" at least three times per term. All furniture is dusted with an oiled rag.

Every six weeks the desks are cleansed with a solution of formaldehyde, and the building thoroughly fumigated with formaldehyde and permanganate of potash.

Each child is required to wash his teeth every day, and bathe at least once per week. Each child has his own hook, towel, comb, and drinking cup—which is cleansed once per week with a solution of bichloride.

No child is allowed to cough or sneeze without covering his mouth with a kerchief, nor is he permitted to expectorate on the playground. Poison is kept to rid the flies. The outbuildings are sprinkled with chloride of lime once per week.

The teacher has made arrangements with the county health officer to have those children with physical ailments cared for.

Not one dissenting voice has been heard from the patrons.

If we do not succeed in our efforts—who will?

—A Trustee.

A POPULAR CALIFORNIA SONG

"California, Queen of Old Columbia" is the most popular song for California schools yet published. It has been recommended by many of our best musical and literary critics. Price, 10 cents. Address Mrs. Jennie L. Thorp, Healdsburg, Cal., or The Whitaker & Ray Co., 770-776 Mission street, San Francisco.

SANTA BARBARA COUNTY INSTITUTE

Miss M. V. Lehner, County Superintendent Schools of Santa Barbara County, called the teachers of that county to meet in the assembly room of the Santa Barbara City High School at nine-thirty, November 21st, to continue three days.

The following assistants from outside of Santa Barbara County had been secured by the County Superintendent for the week: Richard G. Boone and T. A. Brookman of Berkeley; Miss Anna M. Wiebalk of the San Francisco Normal School; C. W. Raitt of Los Angeles and Job Wood Jr. of Sacramento. The following named teachers from the force of the county had been selected for places on the program: Miss Ednah Rich of the Santa Barbara Normal School, Miss May Manchester, A. G. Balaam, J. R. Hanlon, and Supt. E. M. Futz. Many of the teachers took part in discussions and aided in other ways to make the session a success.

* * *

LASSEN COUNTY INSTITUTE

The Lassen County Institute was called to order in the assembly room of the High School building at Susanville by Superintendent W. B. Philliber on October 25th to continue three days. Prof. D. R. Wood of the San Jose State Normal School and Job Wood Jr. had been secured to conduct the Institute. Of the forty-one teachers in the county all were present prepared to make the best of the short week. It was a busy and profitable three days.

The writer has not had the privilege of visiting that part of the State since the building of the new High School at Susanville. This is a County High School which enables the collecting of funds from the whole county. This makes the tax rate low and yet gives plenty of money to equip and maintain a most excellent school. When the matter of establishing this school was considered eight years since the writer showed the people present that they were sending twelve children out of the county to attend high schools and that the total cost to the county (that is, the parents who were sending them) was about $7,200. This High School has an enrollment of seventy-one children who can all be very close to their homes if not at home and yet the total cost last year was $6,962.09. And all of this money remains in the county and the children remain at home with their parents. Here is an investment of no little interest. Besides the High School is having a most encouraging effect on the pupils in the elementary schools. They see a goal to which they wish to attain. The whole educational system of the country will be of more interest to parents, teachers and children. With the High School teachers to aid in the Institute all joined to make the meeting a success.

* * *

President Benjamin Ide Wheeler is at Washington, D. C., in the interests of the Panama-Pacific Exposition at San Francisco in 1915.

A strong plea for more useful scholarship in the schools was made November 24th at the Sacramento Teachers' Institute by Professor Allison Ware, formerly of San Francisco, but now president of the Chico Normal School. Professor Ware drew a sharp line between the useful and the useless in education, stating that while the Greeks had time to learn everything, modern life is so complex that the school men must nowadays apply the scalpel more vigorously.

* * *

Possibly one of the reasons for this is that no general and systematic survey of the situation has so far been undertaken. The report we have in mind is not to be open to the public, because the aim in securing it is not to urge any immediate public propaganda. Our aim is to secure authoritative information and to decide then what is best to do."

Among the general topics for consideration at the conference in New York will be legal provisions affecting the moral training of school children, comparisons with direct and indirect methods of teaching and a summary of the advance movement for moral training in Great Britain and on the continent.

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NATIONAL EDUCATION ASSOCIATION

of the United States

Secretary Office, Winona, Minn., Nov. 30, 1910.

To the Educational Press:

I promised in my letter of November 22d to mail you promptly notice of the action of the Executive Committee on the 26th. Instead I relied upon an announcement through the Associated Press in the Sunday morning papers, but I cannot find that it was made. I immediately sent a second announcement, but have not seen any papers containing that.

I am sending this postal card to say that by unanimous vote of the Executive Committee the next Annual Convention will be held in San Francisco, July 8-14, 1911.

Yours truly,

IRWIN SHEPARD, Secty.

CIVIL SERVICE EXAMINATION FOR TEACHERS SAN FRANCISCO SCHOOL DEPARTMENT

Notice is hereby given of a competitive examination for appointment of teachers to the San Francisco School Department, to be held beginning Friday, December 30, 1910, at 9 o'clock a. m., at the Lowell High School, Sutter street near Gough street. Subjects: Language, Arithmetic, Methods, and an oral examination. For further information, apply at office of the Secretary, Board of Education.

MELVIN G. DODGE, Secretary.

San Francisco, December 7, 1910.

BOOK NOTES.

The Story of Great Inventions, by Elmer Ellsworth Burns, Harper & Bros., publishers, New York. Price $1.25. This graphic narrative ranges from Archmides to wireless telegraphy, and includes vivid presentations of the conditions and circumstances of the greatest basic discoveries. Archimedes and his lever and screw and discoveries in specific gravity, Gallileo and the relations of the earth and sun, Newton and gravitatic, Watt and his predecessors in the harnessing of steam power, Morse and the telegraph, Bell and the telephone, Edison and electric lighting, and Marconi and wireless telegraphy are among the stories of discovery told simply, vividly, and with constant human interest. There is nothing technical or abstruse in the narrative, but is rather a remarkably clean cut series of stories of men confronted by the unknown, and the way they have solved the mysteries before them. It is the romance of the pioneers in applied science.

* * *

What To Do At Recess, by George Ellsworth Johnson, Supt. of the Pittsburg Playground Association. This is a most timely and instructive book issued by Ginn & Co. The author has had practical experience in the schools and on the recreation grounds and has made a special study of plays and games for children.

* * *

Children's Classics in Dramatic Form, Book Four, by Augusta Stevenson, published by Houghton, Mifflin Co., New York. Price 50 cents. This series of dramatic reader is intended to arouse interest in oral reading, to develop the expressive voice and to give freedom and grace in action. The books are to be used in the fifth and sixth grades. The dramatic spirit is fine throughout and teachers will find no difficulty in staging and having children recite these wonderful stories in dramatic form.

* * *

Favorite Fairy Tales, by Peter Newell, Harper & Brothers, publishers, New York. Price $1.50. This is one of the most attractive holiday books published. One of the unique things about the table of contents is that it gives the names of the people who have selected certain fairy tales as first choice. For instance, Jack and the Bean-Stalk, is the choice of Dr. Nicholas Murray Butler and Dr. Hamilton Wright Mabie, the choice of Julia Ward Howe is the Beauty and the Beast, Ali Baba and the Forty Thieves, is the choice of Mark Twain, Dr. Elliot and Dr. Abbott. The type is large and the illustrations are unusually fine for a fairy book story.

* * *

A Text-Book in the Principles of Education, by Ernest Norton Henderson, The Macmillan Company, New York, publishers. Price $1.75. This volume is a very complete and comprehensive contribution to the principles of education. There are over 600 pages and each phase of education from typical ideals of personal culture to the

ideals of education in a democracy, are treated in a most excellent manner. The book is designed for class room work.

* * *

Idealism in Education, by Herman Harrell Horne, The Macmillan Company, publishers, New York. Price $1.25. This book treats of the problems in education in man making from a psychological standpoint. The chapter on the philosophy of man making is of unusual interest. Teachers who are interested in the close analysis of the making of men and women will find this book of unusual interest.

* * *

The Uncrowned King, by Harold Bell Knight, The Book Sup-Company, publishers, Chicago. The contents cover the Pilgrim and His Pilgrimage, Voice of the Waves, Voice of the Evening Wind, Voice of the Night and the Voice of the New Day. This book is a poetical treatment of the Pilgrim in search of truth. It is well written, beautifully illustrated, and for anyone who is interested in the allegorical style of writing, will be delighted with it. The best thing in the entire book is the quotation in the fly-leaf. "Eyes blinded by the fog of Things cannot see Through. Sars deafened by the din of Things cannot hear Truth. Brains bewildered by the whirl of Things cannot think Truth. Hearts deadened by the weight of Things cannot feel Truth. Throats choked by the dust of Things cannot speak Truth."

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The Orange Judd Company, Springfield, Mass., is publishing a most excellent aid for teaching high school agriculture and domestic science and manual training. It is issued semi-monthly and is intended for the country and city schools, homes and clubs. The single subscription is 40 cents. Thirty subscriptions or any larger number for teachers to use in class work, 20 cents. Send to the Orange Judd Co. for sample copies.

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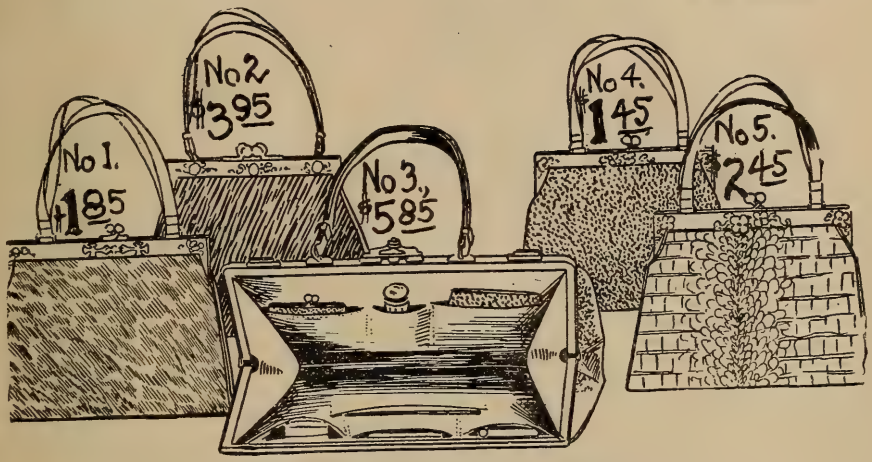

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County Superintendents are Secretaries of their respective County Boards of Education.